

# TRAINING REGULATIONS

## FOOD PRODUCTION (PROFESSIONAL COOKERY) NC III



### TOURISM SECTOR (HOTEL AND RESTAURANT)

**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY**  
TESDA Complex East Service Road, South Luzon Expressway (SLEX),  
Fort Bonifacio, Taguig City

***Technical Education and Skills Development Act of 1994***  
***(Republic Act No. 7796)***

**Section 22, “Establishment and Administration of the National Trade Skills Standards” of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.**

The Training Regulations (TR) serves as basis for:

1. Development of curriculum and assessment tools
2. Registration and delivery of training programs; and
3. Establishment of competency assessment and certification arrangements.

Each TR has four sections:

Section 1 **Definition of Qualification** - describes the qualification and defines the competencies that comprise the qualification.

Section 2 **The Competency Standards** format was revised to include the Required Knowledge and Required Skills per element. These fields explicitly state the required knowledge and skills for competent performance of a unit of competency in an informed and effective manner. These also emphasize the application of knowledge and skills to situations where understanding is converted into a workplace outcome.

Section 3 **Training Arrangements** – contain the information and requirements which serve as bases for training providers in designing and delivering competency-based curriculum for the qualification. The revisions to Section 3 entail identifying the Learning Activities leading to achievement of the identified Learning Outcome.

Section 4 **Assessment and Certification Arrangements** - describe the policies governing assessment and certification procedures for the qualification.

# TABLE OF CONTENTS

## TOURISM SECTOR (HOTELS AND RESTAURANTS)

### FOOD PRODUCTION (PROFESSIONAL COOKERY) NC III

	<b>Page No.</b>	
<b>SECTION 1</b>	<b>FOOD PRODUCTION (PROFESSIONAL COOKERY) NC III QUALIFICATION</b>	<b>1 - 2</b>
<b>SECTION 2</b>	<b>COMPETENCY STANDARDS</b>	<b>3 - 183</b>
	• Basic Competencies	3 - 43
	• Common Competencies	44 - 88
	• Core Competencies	89 - 188
<b>SECTION 3</b>	<b>TRAINING ARRANGEMENTS</b>	<b>189 - 231</b>
	3.1 Curriculum Design	189 - 229
	3.2 Training Delivery	230
	3.3 Trainee Entry Requirements	231
	3.4 List of Tools, Equipment and Materials	232 - 235
	3.5 Training Facilities	236
	3.6 Trainer's Qualifications	237
	3.7 Institutional Assessment	237
<b>SECTION 4</b>	<b>NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS</b>	<b>238 - 239</b>
	<b>COMPETENCY MAP</b>	<b>240 - 242</b>
	<b>GLOSSARY OF TERMS</b>	<b>243 - 246</b>
	<b>TRAINING REGULATIONS (TR) DOCUMENT REVISION HISTORY</b>	<b>247</b>
	<b>ACKNOWLEDGMENTS</b>	<b>248 - 249</b>

# TRAINING REGULATIONS FOR

## FOOD PRODUCTION (PROFESSIONAL COOKERY) NC III

### SECTION 1 FOOD PRODUCTION (PROFESSIONAL COOKERY) NC III QUALIFICATION

The **FOOD PRODUCTION (PROFESSIONAL COOKERY) NC III** Qualification consists of competencies that a person must achieve to deliver and supervise food production operations in various food production facilities.

This Qualification is packaged from the competency map of the **Tourism Sector (Hotel and Restaurant)** as shown in Annex A

The Units of Competency comprising this Qualification include the following:

<b>CODE NO.</b>	<b>BASIC COMPETENCIES</b>
400311319	Lead workplace communication
400311320	Lead small teams
400311321	Apply critical thinking and problem-solving techniques in the workplace
400311322	Work in a diverse environment
400311323	Propose methods of applying learning and innovation in the Organization
400311324	Use information systematically
400311325	Evaluate occupational safety and health work practices
400311326	Evaluate environmental work practices
400311327	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)

  

<b>CODE NO.</b>	<b>COMMON COMPETENCIES</b>
TRS141201	Receive and resolve customer complaints
TRS141202	Work cooperatively in a general administration environment
TRS141203	Maintain quality customer/guest service
TRS141204	Roster staff
TRS141205	Control and Order stock
TRS141206	Prepare and deliver training sessions
TRS141207	Plan, conduct and evaluate staff performance assessment

<b>CODE NO.</b>	<b>CORE COMPETENCIES</b>
TRS512301	Monitor daily cleaning routines
TRS512302	Apply and demonstrate current trends in methods of cookery
TRS512303	Establish and maintain quality control in food production
TRS512304	Plan, prepare and present specialty cuisines
TRS512305	Plan and prepare Garde Manger products
TRS512306	Develop and maintain beverage and wine product knowledge
TRS512307	Prepare bakery products for patisserie
TRS512308	Plan and organize bulk cooking operations for a buffet service
TRS512309	Apply catering controls and procedures
TRS512310	Plan and cost menus

**A person who has achieved this Qualification is competent to be a:**

- Kitchen Supervisor
- Head Chef
- Banquet Head Cook/Chef

## SECTION 2 COMPETENCY STANDARDS

This section details the contents of the basic, common and core units of competency required in **FOOD PRODUCTION (PROFESSIONAL COOKERY) NC III**.

### BASIC COMPETENCIES

**UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION**

**UNIT CODE : 400311319**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to lead in the effective dissemination and discussion of ideas, information, and issues in the workplace. This includes preparation of written communication materials.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Communicate information about workplace processes	1.1 Relevant <b>communication method</b> is selected based on workplace procedures 1.2 Multiple operations involving several topics/areas are communicated following enterprise requirements 1.3 Questioning is applied to gain extra information 1.4 Relevant sources of information are identified in accordance with workplace/ client requirements 1.5 Information is selected and organized following enterprise procedures 1.6 Verbal and written reporting is undertaken when required 1.7 Communication and negotiation skills are applied and maintained in all relevant situations	1.1. Organization requirements for written and electronic communication methods 1.2. Effective verbal communication methods 1.3. Business writing 1.4. Workplace etiquette	1.1 Organizing information 1.2 Conveying intended meaning 1.3 Participating in a variety of workplace discussions 1.4 Complying with organization requirements for the use of written and electronic communication methods 1.5 Effective business writing 1.6 Effective clarifying and probing skills 1.7 Effective questioning techniques (clarifying and probing)
2. Lead workplace discussions	2.1 Response to workplace issues are sought	2.1 Organization requirements for written and	2.1 Organizing information

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	following enterprise procedures 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to <b>workplace discussions</b> on such issues as production, quality and safety 2.4 Goals/ objectives and action plans undertaken in the workplace are communicated promptly	electronic communication methods 2.2 Effective verbal communication methods 2.3 Workplace etiquette	2.2 Conveying intended meaning 2.3 Participating in variety of workplace discussions 2.4 Complying with organization requirements for the use of written and electronic communication methods 2.5 Effective clarifying and probing skills
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel 3.4 Communication problems and issues are raised as they arise 3.5 Identify barriers in communication to be addressed appropriately	3.1 Organization requirements for written and electronic communication methods 3.2 Effective verbal communication methods 3.3 Workplace etiquette 3.4 Communication problems and issues 3.5 Barriers in communication	3.1 Organizing information 3.2 Conveying intended meaning 3.3 Participating in a variety of workplace discussions 3.4 Complying with organization requirements for the use of written and electronic communication methods 3.5 Effective clarifying and probing skills 3.6 Identifying issues 3.7 Negotiation and communication skills



## RANGE OF VARIABLES

<b>VARIABLE</b>	<b>RANGE</b>
1. Methods of communication	May include but not limited to: 1.1. Non-verbal gestures 1.2. Verbal 1.3. Face-to-face 1.4. Two-way radio 1.5. Speaking to groups 1.6. Using telephone 1.7. Written 1.8. Internet
2. Workplace discussions	May include but not limited to: 2.1. Coordination meetings 2.2. Toolbox discussion 2.3. Peer-to-peer discussion

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Dealt with a range of communication/information at one time</li> <li>1.2 Demonstrated leadership skills in workplace communication</li> <li>1.3 Made constructive contributions in workplace issues</li> <li>1.4 Sought workplace issues effectively</li> <li>1.5 Responded to workplace issues promptly</li> <li>1.6 Presented information clearly and effectively written form</li> <li>1.7 Used appropriate sources of information</li> <li>1.8 Asked appropriate questions</li> <li>1.9 Provided accurate information</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Variety of Information</li> <li>2.2 Communication tools</li> <li>2.3 Simulated workplace</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>Case problem</p> <ul style="list-style-type: none"> <li>3.1. Third-party report</li> <li>3.2. Portfolio</li> <li>3.3. Interview</li> <li>3.4. Demonstration/Role-playing</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1. Competency may be assessed in the workplace or in a simulated workplace environment</li> </ul>

**UNIT OF COMPETENCY** : **LEAD SMALL TEAMS**

**UNIT CODE** : **400311320**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitudes to lead small teams including setting, maintaining and monitoring team and individual performance standards.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Provide team leadership	1.1 <b>Work requirements</b> are identified and presented to team members based on company policies and procedures  1.2 Reasons for instructions and requirements are communicated to team members based on company policies and procedures  1.3 <b>Team members' and leaders' concerns</b> are recognized, discussed and dealt with based on company practices	1.1 Facilitation of Team work 1.2 Company policies and procedures relating to work performance 1.3 Performance standards and expectations 1.4 Monitoring individual's and team's performance vis a vis client's and group's expectations	1.1 Communication skills required for leading teams 1.2 Group facilitation skills 1.3 Negotiating skills 1.4 Setting performance expectation
2. Assign responsibilities	2.1. Responsibilities are allocated having regard to the skills, knowledge and aptitude required to undertake the assigned task based on company policies.  2.2. Duties are allocated having regard to individual preference,	2.1 Work plan and procedures 2.2 Work requirements and targets 2.2 Individual and group expectations and assignments  2.3 Ways to improve group leadership and membership	2.1 Communication skills 2.2 Management skills 2.3 Negotiating skills 2.4 Evaluation skills 2.5 Identifying team member's strengths and rooms for improvement

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	domestic and personal considerations, whenever possible		
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs 3.2 Performance expectations are based on individual team members knowledge, skills and aptitude 3.3 Performance expectations are discussed and disseminated to individual team members	3.1 One's roles and responsibilities in the team 3.2 Feedback giving and receiving 3.3 Performance expectation	3.1 Communication skills 3.2 Accurate empathy 3.3 Congruence 3.4 Unconditional positive regard 3.5 Handling of Feedback
4. Supervise team performance	4.1 Performance is monitored based on defined performance criteria and/or assignment instruction 4.2 Team members are provided with <b>feedback</b> , positive support and advice on strategies to overcome any deficiencies based on company practices 4.3 <b>Performance issues</b> which cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy 4.4 Team members are kept informed of any changes in the priority allocated to	4.1 Performance Coaching 4.2 Performance management 4.3 Performance Issues	4.1 Communication skills required for leading teams 4.2 Coaching skill

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>assignments or tasks which might impact on client/customer needs and satisfaction</p> <p>4.5 Team operations are monitored to ensure that employer/client needs and requirements are met</p> <p>4.6 Follow-up communication is provided on all issues affecting the team</p> <p>4.7 All relevant documentation is completed in accordance with company procedures</p>		

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Work requirements	May include: 1.1. Client Profile 1.2. Assignment instructions
2. Team member's concerns	May include: 2.1. Roster/shift details
3. Monitor performance	May include: 3.1. Formal process 3.2. Informal process
4. Feedback	May include: 4.1. Formal process 4.2. Informal process
5. Performance issues	May include: 5.1. Work output 5.2. Work quality 5.3. Team participation 5.4. Compliance with workplace protocols 5.5. Safety 5.6. Customer service

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Maintained or improved individuals and/or team performance given a variety of possible scenario</li> <li>1.2. Assessed and monitored team and individual performance against set criteria</li> <li>1.3. Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf</li> <li>1.4. Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed</li> <li>1.5. Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members</li> </ol>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> <li>2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2. Materials relevant to the proposed activity or task</li> </ol>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> <li>3.1. Written Examination</li> <li>3.2. Oral Questioning</li> <li>3.3. Portfolio</li> </ol>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT OF COMPETENCY : APPLY CRITICAL THINKING AND PROBLEM-SOLVING TECHNIQUES IN THE WORKPLACE**

**UNIT CODE : 400311321**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to solve problems in the workplace including the application of problem solving techniques and to determine and resolve the root cause/s of specific problems in the workplace.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Examine specific workplace challenges.	1.1 Variances are examined from normal operating <b>parameters</b> ; and product quality. 1.2 Extent, cause and nature of the specific problem are defined through observation, investigation and <b>analytical techniques</b> . 1.3 <b>Problems</b> are clearly stated and specified.	1.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations. 1.2 Competence to include the ability to apply and explain, enough for the identification of fundamental causes of specific workplace challenges. 1.3 Relevant equipment and operational processes. 1.4 Enterprise goals, targets and measures. 1.5 Enterprise quality OHS and environmental requirement. 1.6 Enterprise information systems and data collation 1.7 Industry codes and standards.	1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 1.2 Identifying extent and causes of specific challenges in the workplace.



<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Analyze the causes of specific workplace challenges.	2.1 Possible causes of specific problems are identified based on experience and the use of problem solving tools / analytical techniques. 2.2 Possible cause statements are developed based on findings. 2.3 Fundamental causes are identified per results of investigation conducted.	2.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations. 2.2 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations. 2.3 Relevant equipment and operational processes. 2.4 Enterprise goals, targets and measures. 2.5 Enterprise quality OSH and environmental requirement. 2.6 Enterprise information systems and data collation. 2.7 Industry codes and standards.	2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 2.2 Identifying extent and causes of specific challenges in the workplace. 2.3 Providing clear-cut findings on the nature of each identified workplace challenges.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Formulate resolutions to specific workplace challenges.	3.1 All possible options are considered for resolution of the problem. 3.2 Strengths and weaknesses of possible options are considered. 3.3 Corrective actions are determined to resolve the problem and possible future causes. 3.4 <b>Action plans</b> are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures	3.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 3.2 Relevant equipment and operational processes 3.3 Enterprise goals, targets and measures 3.4 Enterprise quality OSH and environmental requirement 3.5 Principles of decision making strategies and techniques 3.6 Enterprise information systems and data collation 3.7 Industry codes and standards	3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 3.2 Identifying extent and causes of specific challenges in the workplace. 3.3 Providing clear-cut findings on the nature of each identified workplace challenges. 3.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
4. Implement action plans and communicate results.	4.1 Action plans are implemented and evaluated. 4.2 Results of plan implementation and recommendations are prepared. 4.2 Recommendations are presented to appropriate personnel. 4.3 Recommendations are followed-up, if required.	4.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 4.2. Relevant equipment and operational processes 4.3 Enterprise goals, targets and measures 4.4 Enterprise quality, OSH and environmental requirement 4.5 Principles of decision making strategies and techniques 4.6 Enterprise information systems and data collation 4.7 Industry codes and standards	4.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 4.2 Identifying extent and causes of specific challenges in the workplace. 4.3 Providing clear-cut findings on the nature of each identified workplace challenges. 4.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.

## RANGE OF VARIABLES

VARIABLES	RANGE
1. Parameters	May include: 1.1 Processes 1.2 Procedures 1.3 Systems
2. Analytical techniques	May include: 2.1. Brainstorming 2.2. Intuitions/Logic 2.3. Cause and effect diagrams 2.4. Pareto analysis 2.5. SWOT analysis 2.6. Gant chart, Pert CPM and graphs 2.7. Scattergrams
3. Problem	May include: 3.1. Routine, non – routine and complex workplace and quality problems 3.2. Equipment selection, availability and failure 3.3. Teamwork and work allocation problem 3.4. Safety and emergency situations and incidents 3.5. Risk assessment and management
4. Action plans	May include: 4.1. Priority requirements 4.2. Measurable objectives 4.3. Resource requirements 4.4. Timelines 4.5. Co-ordination and feedback requirements 4.6. Safety requirements 4.7. Risk assessment 4.8. Environmental requirements

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ol style="list-style-type: none"> <li>1.1. Examined specific workplace challenges.</li> <li>1.2. Analyzed the causes of specific workplace challenges.</li> <li>1.3. Formulated resolutions to specific workplace challenges.</li> <li>1.4. Implemented action plans and communicated results on specific workplace challenges.</li> </ol>
<p>2. Resource Implications</p>	<p>2.1. Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.</p>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ol style="list-style-type: none"> <li>3.1. Observation</li> <li>3.2. Case Formulation</li> <li>3.3. Life Narrative Inquiry</li> <li>3.4. Standardized test</li> </ol> <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p> <p>These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>4. Context for Assessment</p>	<p>In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

**UNIT OF COMPETENCY :** WORK IN A DIVERSE ENVIRONMENT

**UNIT CODE :** 400311322

**UNIT DESCRIPTOR :** This unit covers the outcomes required to work effectively in a workplace characterized by diversity in terms of religions, beliefs, races, ethnicities and other differences.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range of Variables</i>	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Develop an individual's cultural awareness and sensitivity	1.1 Individual differences with clients, customers and fellow workers are recognized and respected in accordance with enterprise policies and core values. 1.2 Differences are responded to in a sensitive and considerate manner 1.3 <b>Diversity</b> is accommodated using appropriate verbal and non-verbal communication.	1.1 Understanding cultural diversity in the workplace 1.2 Norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) 1.3 Different methods of verbal and non-verbal communication in a multicultural setting	1.1 Applying cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies) 1.2 Showing affective skills – establishing rapport and empathy, understanding, etc. 1.3 Demonstrating openness and flexibility in communication 1.4 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range of Variables</i>	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Work effectively in an environment that acknowledges and values cultural diversity	2.1 Knowledge, skills and experiences of others are recognized and documented in relation to team objectives. 2.2 Fellow workers are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients to enhance work outcomes. 2.3 Relations with customers and clients are maintained to show that diversity is valued by the business.	2.1 Value of diversity in the economy and society in terms of Workforce development 2.2 Importance of inclusiveness in a diverse environment 2.3 Shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives 2.4 Strategies for customer service excellence	2.1 Demonstrating cross-cultural communication skills and active listening 2.2 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices 2.3 Demonstrating collaboration skills 2.4 Exhibiting customer service excellence

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range of Variables</i>	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Identify common issues in a multicultural and diverse environment	<p>3.1 <b>Diversity-related conflicts</b> within the workplace are effectively addressed and resolved.</p> <p>3.2 Discriminatory behaviors towards customers/stakeholders are minimized and addressed accordingly.</p> <p>3.3 Change management policies are in place within the organization.</p>	<p>3.1 Value, and leverage of cultural diversity</p> <p>3.2 Inclusivity and conflict resolution</p> <p>3.3 Workplace harassment</p> <p>3.4 Change management and ways to overcome resistance to change</p> <p>3.5 Advanced strategies for customer service excellence</p>	<p>3.1 Addressing diversity-related conflicts in the workplace</p> <p>3.2 Eliminating discriminatory behavior towards customers and co-workers</p> <p>3.3 Utilizing change management policies in the workplace</p>



## RANGE OF VARIABLES

VARIABLE	RANGE
1. Diversity	This refers to diversity in both the workplace and the community and may include divergence in : 1.1 Religion 1.2 Ethnicity, race or nationality 1.3 Culture 1.4 Gender, age or personality 1.5 Educational background
2. Diversity-related conflicts	May include conflicts that result from: 2.1 Discriminatory behaviors 2.2 Differences of cultural practices 2.3 Differences of belief and value systems 2.4 Gender-based violence 2.5 Workplace bullying 2.6 Corporate jealousy 2.7 Language barriers 2.8 Individuals being differently-abled persons 2.9 Ageism (negative attitude and behavior towards old people)

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Adjusted language and behavior as required by interactions with diversity 1.2 Identified and respected individual differences in colleagues, clients and customers 1.3 Applied relevant regulations, standards and codes of practice
2. Resource Implications	<b>The following resources should be provided:</b> 2.1 Access to workplace and resources 2.2 Manuals and policies on Workplace Diversity
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1 Demonstration or simulation with oral questioning 3.2 Group discussions and interactive activities 3.3 Case studies/problems involving workplace diversity issues 3.4 Third-party report 3.5 Written examination 3.6 Role Plays
4. Context for Assessment	Competency assessment may occur in workplace or any appropriately simulated environment

**UNIT OF COMPETENCY : PROPOSE METHODS OF APPLYING LEARNING AND INNOVATION IN THE ORGANIZATION**

**UNIT CODE : 400311323**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to assess general obstacles in the application of learning and innovation in the organization and to propose practical methods of such in addressing organizational challenges.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Assess work procedures, processes and systems in terms of innovative practices	1.1. <b>Reasons</b> for innovation are incorporated to work procedures. 1.2. <b>Models of innovation</b> are researched. 1.3. <b>Gaps or barriers</b> to innovation in one's work area are analyzed. 1.4. Staff who can support and foster innovation in the work procedure are identified.	1.1 Seven habits of highly effective people. 1.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 1.3 Five minds of the future concepts (Gardner, 2007). 1.4 Adaptation concepts in neuroscience (Merzenich, 2013). 1.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	1.1 Demonstrating collaboration and networking skills. 1.2 Applying basic research and evaluation skills 1.3 Generating insights on how to improve organizational procedures, processes and systems through innovation.

ELEMENTS	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Generate practical action plans for improving work procedures, processes	2.1 Ideas for innovative work procedure to foster innovation using individual and group techniques are conceptualized 2.2 Range of ideas with other team members and colleagues are evaluated and discussed 2.3 Work procedures and processes subject to change are selected based on <b>workplace requirements</b> (feasible and innovative). 2.4 Practical action plans are proposed to facilitate simple changes in the work procedures, processes and systems. 2.5 <b>Critical inquiry</b> is applied and used to facilitate discourse on adjustments in the simple work procedures, processes and systems.	2.1 Seven habits of highly effective people. 2.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 2.3 Five minds of the future concepts (Gardner, 2007). 2.4 Adaptation concepts in neuroscience (Merzenich, 2013). 2.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	2.1 Assessing readiness for change on simple work procedures, processes and systems. 2.2 Generating insights on how to improve organizational procedures, processes and systems through innovation. 2.3 Facilitating action plans on how to apply innovative procedures in the organization.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Evaluate the effectiveness of the proposed action plans	3.1 Work structure is analyzed to identify the impact of the new work procedures 3.2 Co-workers/key personnel is consulted to know who will be involved with or affected by the work procedure 3.3 Work instruction operational plan of the new work procedure is developed and evaluated. 3.4 Feedback and suggestion are recorded. 3.5 Operational plan is updated. 3.6 Results and impact on the developed work instructions are reviewed 3.7 Results of the new work procedure are evaluated 3.8 Adjustments are recommended based on results gathered	3.1 Five minds of the future concepts (Gardner, 2007). 3.2 Adaptation concepts in neuroscience (Merzenich, 2013). 3.3 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	3.1 Generating insights on how to improve organizational procedures, processes and systems through innovation. 3.2 Facilitating action plans on how to apply innovative procedures in the organization. 3.3 Communicating results of the evaluation of the proposed and implemented changes in the workplace procedures and systems. 3.4 Developing action plans for continuous improvement on the basic systems, processes and procedures in the organization.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Reasons	May include: 1.1 Strengths and weaknesses of the current systems, processes and procedures. 1.2 Opportunities and threats of the current systems, processes and procedures.
2. Models of innovation	May include: 2.1 Seven habits of highly effective people. 2.2 Five minds of the future concepts (Gardner, 2007). 2.3 Neuroplasticity and adaptation strategies.
3. Gaps or barriers	May include: 3.1 Machine 3.2 Manpower 3.3 Methods 3.4 Money
4. Critical Inquiry	May include: 4.1 Preparation. 4.2 Discussion. 4.3 Clarification of goals. 4.4 Negotiate towards a Win-Win outcome. 4.5 Agreement. 4.6 Implementation of a course of action. 4.7 Effective verbal communication. See our pages: Verbal Communication and Effective Speaking. 4.8 Listening. 4.9 Reducing misunderstandings is a key part of effective negotiation. 4.10 Rapport Building. 4.11 Problem Solving. 4.12 Decision Making. 4.13 Assertiveness. 4.14 Dealing with Difficult Situations.

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Established the reasons why innovative systems are required</li> <li>1.2 Established the goals of a new innovative system</li> <li>1.3 Analyzed current organizational systems to identify gaps and barriers to innovation</li> <li>1.4 Assessed work procedures, processes and systems in terms of innovative practices</li> <li>1.5 Generate practical action plans for improving work procedures, and processes</li> <li>1.6 Reviewed the trial innovative work system and adjusted reflect evaluation feedback, knowledge management systems and future planning</li> <li>1.7 Evaluated the effectiveness of the proposed action plans</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Pens, papers and writing implements</li> <li>2.2 Cartolina</li> <li>2.3 Manila papers</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Psychological and behavioral Interviews</li> <li>3.2 Performance Evaluation</li> <li>3.3 Life Narrative Inquiry</li> <li>3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance</li> <li>3.5 Sensitivity analysis</li> <li>3.6 Organizational analysis</li> <li>3.7 Standardized assessment of character strengths and virtues applied</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions</li> </ul>

**UNIT OF COMPETENCY : USE INFORMATION SYSTEMATICALLY**

**UNIT CODE : 400311324**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to use technical information systems, apply information technology (IT) systems and edit, format & check information.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Use technical information	1.1. <b>Information</b> are collated and organized into a suitable form for reference and use 1.2. Stored information are classified so that it can be quickly identified and retrieved when needed 1.3. Guidance are advised and offered to people who need to find and use information	1.1. Application in collating information 1.2. Procedures for inputting, maintaining and archiving information 1.3. Guidance to people who need to find and use information 1.4. Organize information 1.5. classify stored information for identification and retrieval 1.6. Operate the technical information system by using agreed procedures	1.1. Collating information 1.2. Operating appropriate and valid procedures for inputting, maintaining and archiving information 1.3. Advising and offering guidance to people who need to find and use information 1.4. Organizing information into a suitable form for reference and use 1.5. Classifying stored information for identification and retrieval 1.6. Operating the technical information system by using agreed procedures

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Apply information technology (IT)	2.1. <b>Technical information</b> system is operated using agreed procedures 2.2. Appropriate and valid procedures are operated for inputting, maintaining and archiving information 2.3. <b>Software</b> required are utilized to execute the project activities 2.4. Information and data obtained are handled, edited, formatted and checked from a range of internal and external <b>sources</b> 2.5. Information are extracted, entered, and processed to produce the outputs required by <b>customers</b> 2.6. Own skills and understanding are shared to help others 2.7. Specified <b>security measures</b> are implemented to protect the confidentiality and integrity of project data held in IT systems	2.1. Attributes and limitations of available software tools 2.2. Procedures and work instructions for the use of IT 2.3. Operational requirements for IT systems 2.4. Sources and flow paths of data 2.5. Security systems and measures that can be used 2.6. Extract data and format reports 2.7. Methods of entering and processing information 2.8. WWW enabled applications	2.1. Identifying attributes and limitations of available software tools 2.2. Using procedures and work instructions for the use of IT 2.3. Describing operational requirements for IT systems 2.4. Identifying sources and flow paths of data 2.5. Determining security systems and measures that can be used 2.6. Extracting data and format reports 2.7. Describing methods of entering and processing information 2.8. Using WWW applications



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Edit, format and check information	3.1 Basic editing techniques are used 3.2 Accuracy of documents are checked 3.3 Editing and formatting tools and techniques are used for more complex documents 3.4 Proof reading techniques is used to check that documents look professional	3.1 Basic file-handling techniques 3.2 Techniques in checking documents 3.3 Techniques in editing and formatting 3.4 Proof reading techniques	3.1 Using basic file-handling techniques is used for the software 3.2 Using different techniques in checking documents 3.3 Applying editing and formatting techniques 3.4 Applying proof reading techniques

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1. Property 1.2. Organizational 1.3. Technical reference
2. Technical information	May include: 2.1. paper based 2.2. electronic
3. Software	May include: 3.1. spreadsheets 3.2. databases 3.3. word processing 3.4. presentation
4. Sources	May include: 4.1. other IT systems 4.2. manually created 4.3. within own organization 4.4. outside own organization 4.5. geographically remote
5. Customers	May include: 5.1. colleagues 5.2. company and project management 5.3. clients
6. Security measures	May include: 6.1. access rights to input; 6.2. passwords; 6.3. access rights to outputs; 6.4. data consistency and back-up; 6.5. recovery plans

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Used technical information systems and information technology</li> <li>1.2. Applied information technology (IT) systems</li> <li>1.3. Edited, formatted and checked information</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources <u>MUST</u> be provided:</p> <ul style="list-style-type: none"> <li>2.1. Computers</li> <li>2.2. Software and IT system</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit <u>MUST</u> be assessed through:</p> <ul style="list-style-type: none"> <li>3.1. Direct Observation</li> <li>3.2. Oral interview and written test</li> </ul>
<p>4. Context for Assessment</p>	<p>4.1. Competency may be assessed individually in the actual workplace or through accredited institution</p>

**UNIT OF COMPETENCY** : **EVALUATE OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES**

**UNIT CODE** : **400311325**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitudes required to interpret-Occupational Safety and Health practices, set OSH work targets, and evaluate effectiveness of Occupational Safety and Health work instructions

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Interpret Occupational Safety and Health practices	1.1 <b>OSH work practices issues</b> are identified relevant to work requirements 1.2 OSH work standards and procedures are determined based on applicability to nature of work 1.3 Gaps in work practices are identified related to relevant OSH work standards	1.1. OSH work practices issues 1.2. OSH work standards 1.3. General OSH principles and legislations 1.4. Company/ workplace policies/ guidelines 1.5. Standards and safety requirements of work process and procedures	1.1. Communication skills 1.2. Interpersonal skills 1.3. Critical thinking skills 1.4. Observation skills
2. Set OSH work targets	2.1 Relevant work information are gathered necessary to determine OSH work targets 2.2 <b>OSH Indicators</b> based on gathered information are agreed upon to measure effectiveness of workplace OSH policies and procedures 2.3 Agreed OSH indicators are endorsed for approval from appropriate personnel 2.4 <b>OSH work instructions</b> are received in accordance with workplace policies and procedures*	2.1. OSH work targets 2.2. OSH Indicators 2.3. OSH work instructions 2.4. Safety and health requirements of tasks 2.5. Workplace guidelines on providing feedback on OSH and security concerns 2.6. OSH regulations Hazard control procedures 2.7. OSH trainings relevant to work	2.1. Communication skills 2.2. Collaborating skills 2.3. Critical thinking skills 2.4. Observation skills

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Evaluate effectiveness of Occupational Safety and Health work instructions	3.1 OSH Practices are observed based on workplace standards 3.2 Observed OSH practices are measured against approved <b><i>OSH metrics</i></b> 3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on OSH work standards	3.1. OSH Practices 3.2. OSH metrics 3.3. OSH Evaluation Techniques 3.4. OSH work standards	3.1. Critical thinking skills 3.2. Evaluating skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Work Practices Issues	May include but not limited to: <ul style="list-style-type: none"> <li>1.1 Workers' experience/observance on presence of work hazards</li> <li>1.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break-time, constant overtime, scheduling of tasks)</li> <li>1.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/ guidelines</li> </ul>
2. OSH Indicators	May include but not limited to: <ul style="list-style-type: none"> <li>2.1 Increased of incidents of accidents, injuries</li> <li>2.2 Increased occurrence of sickness or health complaints/symptoms</li> <li>2.3 Common complaints of workers' related to OSH</li> <li>2.4 High absenteeism for work-related reasons</li> </ul>
3. OSH Work Instructions	May include but not limited to: <ul style="list-style-type: none"> <li>3.1 Preventive and control measures, and targets</li> <li>3.2 Eliminate the hazard (i.e., get rid of the dangerous machine)</li> <li>3.3 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off)</li> <li>3.4 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</li> <li>3.5 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule)</li> <li>3.6 Use engineering controls to reduce the risk (i.e. use safety guards to machine)</li> <li>3.7 Use personal protective equipment</li> <li>3.8 Safety, Health and Work Environment Evaluation</li> <li>3.9 Periodic and/or special medical examinations of workers</li> </ul>
4. OSH metrics	May include but not limited to: <ul style="list-style-type: none"> <li>4.1 Statistics on incidence of accident and injuries</li> <li>4.2 Morbidity (Type and Number of Sickness)</li> <li>4.3 Mortality (Cause and Number of Deaths)</li> <li>4.4 Accident Rate</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Identify OSH work practices issues relevant to work requirements</li> <li>1.2. Identify gaps in work practices related to relevant OSH work standards</li> <li>1.3. Agree upon OSH Indicators based on gathered information to measure effectiveness of workplace OSH policies and procedures</li> <li>1.4. Receive OSH work instructions in accordance with workplace policies and procedures</li> <li>1.5. Compare Observed OSH practices with against approved OSH work instructions</li> <li>1.6. Assess findings regarding effectiveness based on OSH work standards</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Facilities, materials, tools and equipment necessary for the activity</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Observation/Demonstration with oral questioning</li> <li>3.2 Third party report</li> <li>3.3 Written exam</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in the work place or in a simulated work place setting</li> </ul>

**UNIT OF COMPETENCY : EVALUATE ENVIRONMENTAL WORK PRACTICES**

**UNIT CODE : 400311326**

**UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude to interpret environmental Issues, establish targets to evaluate environmental practices and evaluate effectiveness of environmental practices**

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Interpret environmental practices, policies and procedures	1.1 <b>Environmental work practices</b> issues are identified relevant to work requirements 1.2 Environmental Standards and Procedures nature of work are determined based on Applicability to nature of work 1.3 Gaps in work practices related to Environmental Standards and Procedures are identified	1.1 Environmental Issues 1.2 Environmental Work Procedures 1.3 Environmental Laws 1.4 Environmental Hazardous and Non-Hazardous Materials 1.5 Environmental required license, registration or certification	1.1. Analyzing Environmental Issues and Concerns 1.2. Critical thinking 1.3. Problem Solving 1.4. Observation Skills
2. Establish targets to evaluate environmental practices	2.1. Relevant information are gathered necessary to determine environmental work targets 2.2. <b>Environmental Indicators</b> based on gathered information are set to measure environmental work targets 2.3. Indicators are verified with appropriate personnel	2.1. Environmental Indicators 2.2. Relevant Environment Personnel or expert 2.3. Relevant Environmental Trainings and Seminars	2.1. Investigative Skills 2.2. Critical thinking 2.3. Problem Solving 2.4. Observation Skills



<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Evaluate effectiveness of environmental practices	3.1. Work environmental practices are recorded based on workplace standards 3.2. Recorded work environmental practices are compared against planned indicators 3.3. Findings regarding effectiveness are assessed and gaps identified are implemented based on environment work standards and procedures 3.4. Results of environmental assessment are conveyed to appropriate personnel	1.1. Environmental Practices 1.2. Environmental Standards and Procedures	3.1 Documentation and Record Keeping Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>R A N G E</b>
1. Environmental Practices Issues	May include: 1.1 Water Quality 1.2 National and Local Government Issues 1.3 Safety 1.4 Endangered Species 1.5 Noise 1.6 Air Quality 1.7 Historic 1.8 Waste 1.9 Cultural
2. Environmental Indicators	May include: 2.1 Noise level 2.2 Lighting (Lumens) 2.3 Air Quality - Toxicity 2.4 Thermal Comfort 2.5 Vibration 2.6 Radiation 2.7 Quantity of the Resources 2.8 Volume

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ol style="list-style-type: none"> <li>1.1. Identified environmental issues relevant to work requirements</li> <li>1.2. Identified gaps in work practices related to Environmental Standards and Procedures</li> <li>1.3. Gathered relevant information necessary to determine environmental work targets</li> <li>1.4. Set environmental indicators based on gathered information to measure environmental work targets</li> <li>1.5. Recorded work environmental practices are recorded based on workplace standards</li> <li>1.6. Conveyed results of environmental assessment to appropriate personnel</li> </ol>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ol style="list-style-type: none"> <li>2.1 Workplace/Assessment location</li> <li>2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</li> <li>2.3 Case studies/scenarios relating to environmental protection</li> </ol>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ol style="list-style-type: none"> <li>3.1 Written/ Oral Examination</li> <li>3.2 Interview/Third Party Reports</li> <li>3.3 <b>Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</b></li> <li>3.4 Simulations and role-plays</li> </ol>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA center.</p>

**UNIT OF COMPETENCY :** FACILITATE ENTREPRENEURIAL SKILLS FOR MICRO-SMALL-MEDIUM ENTERPRISES (MSMEs)

**UNIT CODE :** 400311327

**UNIT DESCRIPTOR :** This unit covers the outcomes required to build, operate and grow a micro/small-scale enterprise.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	1.1 Appropriate <b>business strategies</b> are determined and set for the enterprise based on current and emerging business environment. 1.2 <b>Business operations</b> are monitored and controlled following established procedures. 1.3 Quality assurance measures are implemented consistently. 1.4 Good relations are maintained with staff/workers. 1.5 Policies and procedures on occupational safety and health and environmental concerns are constantly observed.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business operation 1.4 Basic Bookkeeping 1.5 Business internal controls 1.6 Basic quality control and assurance concepts 1.7 Government and regulatory processes	1.1 Basic bookkeeping/ accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise
2. Establish and maintain client-base/market	2.1 Good customer relations are maintained 2.2 New customers and markets are identified, explored and reached out to. 2.3 Promotions/Incentives are offered to loyal customers 2.4 Additional products and services are evaluated and tried where feasible. 2.5 <b>Promotional/advertising initiatives</b> are carried out where necessary and feasible.	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising (posters/ tarpaulins, flyers, social media, etc.)
3. Apply budgeting and financial management skills	3.1 Enterprise is built up and sustained through	3.1 Cash flow management 3.1 Basic financial management	3.1 Setting business priorities and strategies

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	judicious control of cash flows. 3.2 Profitability of enterprise is ensured through appropriate <b><i>internal controls</i></b> . 3.3 Unnecessary or lower-priority expenses and purchases are avoided.	3.2 Basic financial accounting 3.3 Business internal controls	3.2 Interpreting basic financial statements 3.3 Preparing business plans

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Business strategies	May include: 1.1. Developing/Maintaining niche market 1.2. Use of organic/healthy ingredients 1.3. Environment-friendly and sustainable practices 1.4. Offering both affordable and high-quality products and services 1.5. Promotion and marketing strategies (e. g., on-line marketing)
2. Business operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Internal controls	May include: 3.1 Accounting systems 3.2 Financial statements/reports 3.3 Cash management
4. Promotional/Advertising initiatives	May include: 4.1 Use of tarpaulins, brochures, and/or flyers 4.2 Sales, discounts and easy payment terms 4.3 Use of social media/Internet 4.4 "Service with a smile" 4.5 Extra attention to regular customers

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p><b>Assessment requires evidence that the candidate :</b></p> <p>1.1 Demonstrated basic entrepreneurial skills</p> <p>1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise</p> <p>1.3 Demonstrated ability to manage/operate a micro/small-scale business</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Simulated or actual workplace</p> <p>2.2 Tools, materials and supplies needed to demonstrate the required tasks</p> <p>2.3 References and manuals</p>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through :</b></p> <p>3.1 Written examination</p> <p>3.2 Demonstration/observation with oral questioning</p> <p>3.3 Portfolio assessment with interview</p> <p>3.4 Case problems</p>
<p>4. Context of Assessment</p>	<p>1.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>1.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>

## COMMON COMPETENCIES

**UNIT OF COMPETENCY :** RECEIVE AND RESOLVE CUSTOMER COMPLAINTS

**UNIT CODE :** TRS141201

**UNIT DESCRIPTOR :** This unit deals with the skills and knowledge required to receive and resolve customer complaints in a range of settings within the hospitality industry workplace context.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify and analyse the complaint	1.1 Verbal <b>complaint</b> , using active listening and empathy techniques is received and accurately recorded 1.2 The exact nature of the customer complaint are identified through appropriate communication techniques 1.3 Register or complaint file/s in accordance with the requirements of the enterprise information system are maintained	1.1 Communication techniques 1.2 Anger management techniques and conflict resolution techniques 1.3 Customer complaints 1.4 Records and documentation 1.5 Enterprise's policies and procedures	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Identifying relevant information 1.5 Compilation and classification of information and data 1.6 Networking skills 1.7 Handling complaints
2. Respond to complaints	2.1 Complaints in accordance with <b>organizational standards, policies and procedures</b> are processed 2.2 <b>Documentation</b> in relation to complaints is obtained and reviewed 2.3 Register of complaints/disputes are updated	2.1 Communication techniques 2.2 Anger management techniques and conflict resolution techniques 2.3 Customer complaints 2.4 Records and documentation 2.5 Enterprise's policies and procedures	2.1 Questioning and communication skills 2.2 Analytical skills 2.3 Identifying relevant information 2.4 Compilation and classification of information and data 2.5 Networking skills 2.6 Processing complaints
3. Determine and agree upon	3.1 <b>Options</b> to resolve the complaint within	3.1 Communication techniques	3.1 Questioning and communication skills



ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
appropriate action to resolve complaint	<p>enterprise policy, procedures and guidelines are identified and reviewed</p> <p>3.2 Action to resolve the complaint with the customer is agreed and confirmed.</p> <p>3.3 A commitment to the customer to resolve the complaint is demonstrated</p> <p>3.4 <b>Customer is informed</b> on the outcome of investigation of complaint investigation</p>	<p>3.2 Anger management techniques and conflict resolution techniques to resolve customer complaints</p> <p>3.3 Communicate effectively with all relevant people throughout the complaint resolution process</p> <p>3.4 Written complaints</p> <p>3.5 Workplace records and documentation.</p> <p>3.6 Enterprise's policies and procedures in regard to receiving and resolving customer complaints</p>	<p>3.2 Analytical skills</p> <p>3.3 Ability to research industry information sources</p> <p>3.4 Identifying relevant information</p> <p>3.5 Compilation and classification of information and data</p> <p>3.6 Networking skills</p> <p>3.7 Resolving complaint</p>
4. Refer complaints	<p>4.1 Complaints that require referral to other personnel or external bodies are identified</p> <p>4.2 Complaint to <b>appropriate personnel</b> for follow-up in accordance with individual level of responsibility are referred</p> <p>4.3 All necessary documentation including investigation reports to appropriate personnel are forwarded</p> <p>4.4 Complaints which cannot be resolved to an appropriate person are referred</p>	<p>4.1 Communication techniques</p> <p>4.2 Anger management techniques and conflict resolution techniques to resolve customer complaints</p> <p>4.3 Communicate effectively with all relevant people throughout the complaint resolution process</p> <p>4.4 Written complaints</p> <p>4.5 Workplace records and documentation.</p> <p>4.6 Enterprise's policies and procedures in regard to receiving and resolving customer complaints</p>	<p>4.1 Questioning and communication skills</p> <p>4.2 Analytical skills</p> <p>4.3 Ability to research industry information sources</p> <p>4.4 Identifying relevant information</p> <p>4.5 Compilation and classification of information and data</p> <p>4.6 Networking skills</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1 Complaint	May include: <ul style="list-style-type: none"> <li>1.1 Any expression of dissatisfaction with food and beverage products or food service by a customer</li> <li>1.2 Written complaints, e.g. Letter, email, complaint and/or feedback form</li> <li>1.3 Verbal, face-to-face, complaints</li> <li>1.4 Verbal complaints over the telephone</li> </ul>
2. Appropriate communication techniques	May include: <ul style="list-style-type: none"> <li>2.1 The use of active listening</li> <li>2.2 The use of both open and closed questions</li> <li>2.3 Speaking clearly and concisely</li> <li>2.4 Using appropriate language and tone of voice</li> <li>2.5 Giving customers full attention</li> <li>2.6 Maintaining eye contact in face-to face interactions</li> <li>2.7 Appropriate non-verbal communication in face-to-face interactions, e.g. Body language, attention and personal presentation</li> <li>2.8 and should include:</li> <li>2.9 Conflict resolution techniques</li> <li>2.10 Anger management techniques</li> <li>2.11 Observation of personal safety</li> </ul>
3. Organizational standards, policies and procedures	May include: <ul style="list-style-type: none"> <li>3.1 Complaints procedures</li> <li>3.2 Organisational standard report forms</li> <li>3.3 Job descriptions</li> <li>3.4 Code of ethics</li> <li>3.5 Quality systems, standards and guidelines</li> <li>3.6 Insurance/liabilities policies</li> </ul>
4. Documentation	May include: <ul style="list-style-type: none"> <li>4.1 Letters of complaint</li> <li>4.2 Customer feedback forms outlining complaints, such as paper-based customer satisfaction questionnaires, internet-based customer satisfaction questionnaires</li> <li>4.3 Complaint emails</li> </ul>
5. Options	May include: <ul style="list-style-type: none"> <li>5.1 Options that satisfy the customer</li> <li>5.2 Options that partially satisfy the customer</li> <li>5.3 Options that do not satisfy the customer.</li> <li>5.4 and should include:</li> <li>5.5 Options that reflect enterprise policy, procedures and guidelines.</li> <li>5.6</li> </ul>
6. Inform customer of outcome	May include: <ul style="list-style-type: none"> <li>6.1 Providing documentation and/or evidence that supports customer complaint</li> <li>6.2 Providing documentation and/or evidence that does not support customer complaint.</li> </ul>

VARIABLE	RANGE
	6.3 Information (verbal or written) that directly relates to the complaint being investigated 6.4 Information (verbal or written) that is presented in a calm and accurate manner
7. Appropriate person	May include: 7.1 Immediate superior within the organisational hierarchy 7.2 Specialist customer service staff 7.3 External bodies

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Demonstrated ability to apply anger management techniques</li> <li>1.2 Demonstrated ability to apply conflict resolution techniques</li> <li>1.3 Demonstrated ability to use effective communication skills to accurately determine the nature of complaints</li> <li>1.4 Demonstrated ability to obtain written and verbal information relevant to the complaint</li> <li>1.5 Demonstrated ability to working with enterprise policies and procedures to resolve customer complaints</li> <li>1.6 Demonstrated ability to initiate escalation procedures at an appropriate time within the complaint resolution process</li> <li>1.7 Demonstrated ability to maintain effective communication lines with customers, other personnel and management in order to resolve customer complaints quickly</li> <li>1.8 Demonstrated ability to apply knowledge of different cultures and cultural characteristics appropriately in communications with customers and colleagues from diverse backgrounds</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b>            Training and assessment to include access to a real or simulated workplace; and access to workplace customer service standards, procedures, policies, guidelines, tools and equipment and in particular those procedures, policies and guidelines that guide effective complaint resolution.</p>
<p>3. Method of Assessment</p>	<p><b>5 Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Case studies</li> <li>3.2 Observation of practical candidate performance</li> <li>3.3 Oral and written questions</li> <li>3.4 Portfolio evidence</li> <li>3.5 Problem solving</li> <li>3.6 Role plays</li> <li>3.7 Third party reports completed by a supervisor</li> <li>3.8 Project and assignment work.</li> </ul>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT OF COMPETENCY : WORK COOPERATIVELY IN A GENERAL ADMINISTRATION ENVIRONMENT**

**UNIT CODE : TRS141202**

**UNIT DESCRIPTOR :** This unit deals with the skills and knowledge required to work cooperatively in a general administration environment in a range of settings within the labor divisions of the hospitality industry.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range of Variables</i>	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Develop effective team relationships	1.1 Relationships with <b>team members</b> and promote benefits of cooperative work consistent with <b>organizational goals and objectives</b> are developed and maintained 1.2 <b>Responsibilities</b> and assignments in a positive manner to promote effective relationships within the work group are undertaken 1.3 Courteous and <b>appropriate communication</b> with others in a manner, which reflects sensitivity to individual <b>social and cultural differences</b> in accordance with <b>organizational requirements</b> , are conducted 1.4 <b>Communication techniques</b> to relay information in a clear and concise manner are used 1.5 <b>Language and tone</b> appropriate to a particular audience, purpose and situation, taking into account the	1.1 Principles of effective communication skills 1.2 Feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team 1.3 Communicate effectively with a range of people relevant to position and role 1.4 Customer relations 1.5 Enterprise's policies and procedures in resolving complaints and conflict	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	relevant factors involved are used 1.6 Issues that may lead to, or involve <b>conflict</b> with team members, or refer to <b>appropriate persons</b> are recognized and discussed 1.7 Routine <b>workplace documentation</b> is completed accurately and in a timely manner		
2. Participate in team assignments	2.1 Individual responsibilities within the workgroup in accordance with organisational requirements are identified and met 2.1 <b>Cultural differences</b> within the team are recognized and accommodated	2.1 Principles of effective communication skills 2.2 Feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team 2.3 Communicate effectively with a range of people relevant to position and role 2.4 Customer relations 2.5 Enterprise's policies and procedures in resolving complaints and conflict	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Identifying relevant information 2.6 Compilation and classification of information and data 2.7 Networking skills
3. Contribute to team development	3.1 Both <b>internal customer</b> and <b>external customer</b> needs and expectations in accordance with <b>organization standards, policies and procedures</b> and within acceptable time frames are met	3.1 Principles of effective communication skills 3.2 Feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Identifying relevant information 3.6 Compilation and classification of

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>3.2 Encouragement and support to other team members to identify and organise <b>professional development opportunities</b> are given</p> <p>3.3 <b>Formal feedback</b> and <b>informal feedback</b> on individual and team performance regularly from colleagues and supervisors to identify and implement improvements to products, services, processes or outcomes are sought</p> <p>3.4 Personal work standards in a manner that supports the workgroup and organisational requirements are maintained</p> <p>3.5 Positive contributions to the planning process to improve work practices are made</p> <p>3.6 <b>Non-discriminatory attitudes and language</b> when interacting with customers, staff and management, consistently are used</p>	<p>3.3 Communicate effectively with a range of people relevant to position and role</p> <p>3.4 Customer relations</p> <p>3.5 Enterprise's policies and procedures in resolving complaints and conflict</p>	<p>information and data</p> <p>3.7 Networking skills</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Team members	May Include: 1.1 Specific groups of employees assigned to complete designated tasks, or to work together 1.2 The organization as a whole 1.3 Individual branches 1.4 Individual work sections
2. Organizational goals and objectives	May Include: 2.1 Reporting deadlines 2.2 Budgetary targets 2.3 Team participation 2.4 Team and individual learning goals 2.5 Professional development
3. Responsibility	May Include: 3.1 Obeying lawful orders 3.2 Confidentiality and privacy requirements 3.3 Safety and care with respect to occupational safety and health requirements 3.4 Terms and conditions of own employment 3.5 Responsibility of providing a safe environment, free from discrimination and sexual harassment
4. Appropriate communication	May Include: 4.1 Using active listening 4.2 Using both open and closed questions 4.3 Speaking clearly and concisely 4.4 Using appropriate language and tone of voice 4.5 Being attentive 4.6 Maintaining eye contact in face-to face interactions 4.7 Using appropriate non-verbal communication in face-to-face interactions, e.g. Body language, attention and personal presentation
5. Social and cultural differences	May Include: 5.1 Language 5.2 Traditional practices and observations 5.3 Beliefs, values, practices 5.4 Food, diet 5.5 Dress 5.6 Religious and spiritual observances 5.7 Social conventions 5.8 Cultural stereotypes 5.9 Conventions of gender/sexuality
6. Organizational requirements	May Include: 6.1 Legal and organizational policy and procedures, including personnel practices and guidelines 6.2 Organizational goals, objectives, plans, systems and processes 6.3 Legislation relevant to the operation, incident and/or response



VARIABLE	RANGE
	6.4 Employer and employee rights and responsibilities 6.5 Business and performance plans 6.6 Policies and procedures relating to own role, responsibility and delegation 6.7 Quality and continuous improvement processes and standards 6.8 Client service standards 6.9 Defined resource parameters
7. Language and tone	May Include: 7.1 Using simple, concise language that can be easily understood by the audience 7.2 Using appropriate tone, i.e. not patronizing, not too loud, not too soft, not yelling, not angry
8. Conflict	May Include: 8.1 Group conflict 8.2 Conflict with individuals 8.3 Conflict with co-workers
9. Appropriate persons	May Include: 9.1 Supervisors, managers 9.2 Colleagues 9.3 Human resource personnel 9.4 Members of the public 9.5 Clients
10. Workplace documentation	May Include: 10.1 Letters 10.2 Memos 10.3 Faxes 10.4 Emails 10.5 Invoices and purchase orders 10.6 Policies and procedures
11. Cultural differences	May Include: 11.1 Forms of address 11.2 Levels of formality, or informality 11.3 Non-verbal behavior 11.4 Work ethics 11.5 Personal grooming 11.6 Family obligations 11.7 Recognized holidays 11.8 Special needs 11.9 Preferences for personal interactions
12. Internal customer	May Include: 12.1 Colleagues working in another department 12.2 Team members 12.3 Supervisor or managers
13. External customer	May Include: 13.1 Suppliers 13.2 People who buy the goods and services the enterprise sells

<b>VARIABLE</b>	<b>RANGE</b>
14. Organization standards, policies and procedures	May Include: 14.1 Complaints procedures 14.2 Organizational standard report forms 14.3 Job descriptions 14.4 Code of ethics 14.5 Quality systems, standards and guidelines
15. Professional development opportunities	May Include: 15.1 Coaching, mentoring and/or supervision 15.2 Formal and/or informal learning programs 15.3 Internal and/or external training provision 15.4 Work experience and exchange opportunities 15.5 Personal study 15.6 Career planning and development 15.7 Performance appraisals 15.8 Workplace skills assessment 15.9 Quality assurance assessments and recommendations
16. Formal feedback	May Include: 16.1 360-degree assessment 16.2 Customer satisfaction surveys/forms 16.3 Team evaluations 16.4 Performance reviews/appraisals 16.5 Workplace assessment
17. Informal feedback	May Include: 17.1 Critical incident reviews 17.2 Impromptu questioning of customers to obtain view of products and/or service provided 17.3 Chance discussions with customers 17.4 Coaching and mentoring 17.5 Seeking the opinions of others 17.6 Comments from supervisors, colleagues or clients 17.7 Personal, reflective behavior strategies
18. Non-discriminatory attitudes and language	May Include: 18.1 Language in relation to race and ethnicity 18.2 Not making assumptions about physical or intellectual abilities 18.3 The use of non-discriminatory language in relation to the portrayal of people with disabilities 18.4 Using and gender inclusive language

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated ability to apply active listening techniques</p> <p>1.2 Demonstrated ability to use effective communication skills to build and maintain interpersonal relationships within a designated work group or team</p> <p>1.3 Demonstrated ability to apply the principles of good teamwork to assist self and others to complete assignments within designated timeframes</p> <p>1.4 Demonstrated ability to interpret and comply with a range of legislative and procedural requirements relevant to security operations</p> <p>1.5 Demonstrated ability to actively seek and interpret feedback on quality of work performance and identify opportunities for professional development to develop and improve future career options</p> <p>1.6 Demonstrated ability to communicate in a clear, concise and accurate manner which reflects sensitivity to individual social and cultural differences</p>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <p>2.1 Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment</p>
<p>3. Method of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Case studies</p> <p>3.2 Observation of practical candidate performance</p> <p>3.3 Oral and written questions</p> <p>3.4 Portfolio evidence</p> <p>3.5 Problem solving</p> <p>3.6 Role plays</p> <p>3.7 Third party reports completed by a supervisor</p> <p>3.8 Project and assignment work</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT OF COMPETENCY** : **MAINTAIN QUALITY CUSTOMER/GUEST SERVICE**

**UNIT CODE** : **TRS141203**

**UNIT DESCRIPTOR** : This unit deals with the skills and knowledge required to maintain a quality customer/guest service within the hotel and travel industries.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range of Variables</i>	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify customer/guest requirements	1.1 Options to improve <b>service levels</b> are identified 1.2 Needs of customers and/or guests are researched and assessed 1.3 Deficiencies in service delivery are identified by conducting <i>data analysis</i>	1.1 Principles of effective communication skills 1.2 Business environment in which the hotel and travel industry operates, including major current customer relations and management issues as appropriate to the industry sector 1.3 Principles of customer service 1.4 Organization's business structure, products and services and organization's policy and procedures for customer service, including handling customer complaints 1.5 Product and service standards and best practice models 1.6 Common problems relating to customer service 1.7 Consultation methods, techniques and protocols 1.8 Research and or evidence and feedback gathering techniques.	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Ensure delivery of quality products/ services	2.1 Colleagues to meet and exceed customer service standards by providing <b>appropriate professional development</b> are assisted 2.2 Products/services are ensured to meet customers' needs and reflect enterprise standards 2.3 Consistently ensure products/services meet customer needs and reflect enterprise standards	2.1 Principles of effective communication skills 2.2 Business environment in which the hotel and travel industry operates, including major current customer relations and management issues as appropriate to the industry sector 2.3 Principles of customer service 2.4 Organization's business structure, products and services and organization's policy and procedures for customer service, including handling customer complaints 2.5 Product and service standards and best practice models 2.6 Common problems relating to customer service 2.7 Consultation methods, techniques and protocols 2.8 Research and or evidence and feedback gathering techniques	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Identifying relevant information 2.6 Compilation and classification of information and data 2.7 Networking skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate customer service	3.1 Systems, records and reporting procedures in order to identify and report on any changes in customer satisfaction are compared 3.2 <b>Customer service evaluation outcomes</b> are evaluated and reported to <b>designated groups or individuals</b> 3.3 An agreement on appropriate courses of action to overcome problems is obtained upon consultation with designated individuals/groups	3.1 Principles of effective communication skills 3.2 Business environment in which the hotel and travel industry operates, including major current customer relations and management issues as appropriate to the industry sector 3.3 Principles of customer service 3.4 Organization's business structure, products and services and organization's policy and procedures for customer service, including handling customer complaints 3.5 Product and service standards and best practice models 3.6 Common problems relating to customer service 3.7 Consultation methods, techniques and protocols 3.8 Research and or evidence and feedback gathering techniques	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Identifying relevant information 3.6 Compilation and classification of information and data 3.7 Networking skills.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Service levels	May include: 1.1 Service quality 1.2 Customer satisfaction 1.3 Staff attitude 1.4 Appearance of venue, staff, etc. 1.5 Atmosphere of venue 1.6 Responsiveness of staff to customer requests 1.7 Delivery times 1.8 Prices or costs 1.9 Product or service availability 1.10 Courtesy and politeness
2. Appropriate professional development	May include: 2.1 Mentoring 2.2 Coaching 2.3 Training 2.4 Peer support
3. Evaluate and report on customer service	May include: 4.1 Service quality evaluations 4.2 Customer satisfaction evaluations 4.3 Industry benchmarking
4. Designated groups or individuals	May include: 5.1 Managers 5.2 Supervisors 5.3 Marketing personnel

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Demonstrated ability to identify the needs and priorities of the organization delivering services to customers/guests</li> <li>1.2 Demonstrated ability to distinguish between customer requirements and customer satisfaction</li> <li>1.3 Demonstrated ability to provide constructive advice on customer/guest service practices</li> <li>1.4 Demonstrated ability to respond to and report on customer feedback</li> <li>1.5 Demonstrated ability to design strategies to improve delivery of products and services</li> <li>1.6 Consistency of performance across a range of situations that demonstrates knowledge, understanding and skill in implementing the principles and practices of maintaining quality customer/guest services</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Training and assessment to include access to a real or simulated workplace and relevant documentation, such as strategic plans, information on the internal and external operating environment and customer satisfaction data; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</li> </ul>
<p>3. Method of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Case studies</li> <li>3.2 Observation of practical candidate performance</li> <li>3.3 Oral and written questions</li> <li>3.4 Portfolio evidence</li> <li>3.5 Problem solving</li> <li>3.6 Role plays</li> <li>3.7 Third party reports completed by a supervisor</li> <li>3.8 Project and assignment work</li> </ul>
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</li> </ul>



**UNIT OF COMPETENCY : ROSTER STAFF**

**UNIT CODE : TRS141204**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, behavior and motivations required to develop staff rosters. This role may be carried out by operational supervisors and managers.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Develop and implement staff rosters	1.1 <b>Rosters</b> are developed in accordance with <b>company agreements</b> and wage budgets. 1.2 Operational efficiency and customer service levels are maximized while wage costs are minimized in roster development. 1.3 Duties are combined where appropriate to ensure effective use of staff. 1.4 The available skills base is utilized appropriately to roster the most effective mix of staff and to meet different operational requirements. 1.5 Rosters are presented in required formats to ensure clarity of information in accordance with company standards. 1.6 Rosters are communicated to appropriate colleagues within designated timelines.	1.1 Effective communication 1.2 Role of rosters and their importance in controlling staff costs 1.3 Factors to be considered when developing rosters 1.4 Formats for the presentation of staff rosters and details to be included 1.5 Area of operation for which roster is being developed 1.6 Company standards 1.7 Customer Service	1.1 Communications skills 1.2 Developing rosters 1.3 Organizing information 1.4 Preparing staff rosters

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Maintain staff records	2.1 Time sheets and other documentation are completed accurately and within designated timelines 2.2 Staff records are updated accurately and maintained or stored in accordance with establishment procedures	2.1 Effective communication 2.2 Area of operation for which roster is being developed 2.3 Records management	2.1 Communications skills 2.2 Updating and maintaining records

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Rosters	May include: 1.1 An individual department 1.2 A whole establishment 1.3 A specific project
2. Company agreements	May include: 2.1 Number of hours worked in a given shift 2.2 Overall number of hours allocated to different staff members 2.3 Breaks between shifts 2.4 Nature of duties allocated 2.5 Use of permanent or casual staff

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Demonstrated knowledge and understanding of the factors and issues which impact upon staff rostering</li> <li>1.2 Demonstrated familiarity with typical formats and the key information to be included</li> <li>1.3 Demonstrated the ability to prepare staff rosters which meet wage budgets and which provide a level of staffing sufficient to ensure the delivery of high quality customer service.</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Project or work activities which allow the candidate to prepare rosters for a workplace and to evaluate their cost efficiency and operational effectiveness against nominated standards</li> <li>2.2 Preparation of more than one roster to meet the staffing requirements of more than one operational situation</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Evaluation of the staffing costs and observing service levels at an event for which the candidate has prepared rosters</li> <li>3.2 Oral or written questions to assess knowledge of specific factors which affect the design of rosters</li> <li>3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</li> </ul>

**UNIT OF COMPETENCY : CONTROL AND ORDER STOCK**

**UNIT CODE : TRS141205**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, behavior and motivations required to control and order stock in a range of hospitality establishments. This role is generally carried out by supervisors and team leaders.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i><b>Bold and italicized</b></i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Maintain stock levels and records	1.1 <b>Stock</b> levels are monitored and maintained according to company requirements 1.2 Stock security is monitored and systems are adjusted as required 1.3 Stock reorder cycles are monitored and adjusted as required. 1.4 Colleagues are informed of their individual responsibilities in regard to the reordering of stock. 1.5 Records of stock storage and movement are maintained in accordance with company procedures 1.6 Stock performance is monitored and fast/slow-selling items are identified and reported in accordance with company procedures	1.1 Stock level maintenance techniques 1.2 Typical stocktaking procedures as appropriate to the industry sector 1.3 Stock recording systems 1.4 Stock security systems 1.5 Types of stock control documentation and systems that may be applied in the hospitality industry 1.6 Reasons for stock loss and damage 1.7 Company procedures	1.1 Collect, organize and analyze information 1.2 Plan and organize activities 1.3 Monitoring stock performance

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Process stock orders	2.1 Orders for stock are processed accurately and in accordance with company procedures 2.2 Stock levels are maintained and recorded ensuring information is complete, correct and current 2.3 Incoming stock is checked against purchase and supply agreements and all necessary details are recorded.	2.1 Stock level maintenance techniques 2.2 Typical stocktaking procedures as appropriate to the industry sector 2.3 Stock recording systems 2.4 Stock security systems 2.5 Types of stock control documentation and systems that may be applied in the hospitality industry 2.6 Reasons for stock loss and damage 2.7 Company procedures	2.1 Collect, organize and analyze information 2.2 Plan and organize activities 2.3 Monitoring stock performance
3. Minimize stock losses	3.1 <b>Stock losses</b> are identified and recorded according to company procedures. 3.2 Losses are reported in accordance with company procedures 3.3 Avoidable losses are identified and reasons behind these losses are established 3.4 Solutions to loss situations are recommended and related procedures are implemented to prevent future avoidable losses.	3.1 Stock level maintenance techniques 3.2 Typical stocktaking procedures as appropriate to the industry sector 3.3 Stock recording systems 3.4 Stock security systems 3.5 Types of stock control documentation and systems that may be applied in the hospitality industry 3.6 Reasons for stock loss and damage 3.7 Company procedures	3.1 Collect, organize and analyze information 3.2 Plan and organize activities 3.3 Identifying stock losses
4. Follow-up orders	4.1 The delivery process is monitored to ensure agreed deadlines are met	4.1 Stock level maintenance techniques	4.1 Collect, organize and analyze information

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>4.2 Continuity of supply is ensured by liaising with colleagues and suppliers</p> <p>4.3 Routine supply problems are followed up or referred to the appropriate person in accordance with company policy.</p> <p>4.4 Stock is distributed to agreed locations</p>	<p>4.2 Typical stocktaking procedures as appropriate to the industry sector</p> <p>4.3 Stock recording systems</p> <p>4.4 Stock security systems</p> <p>4.5 Types of stock control documentation and systems that may be applied in the hospitality industry</p> <p>4.6 Reasons for stock loss and damage</p> <p>4.7 Company procedures</p>	<p>4.2 Plan and organize activities</p> <p>4.3 Monitoring delivery process</p>
<p>5. Organize and administer stocks</p>	<p>5.1 Stocks are organized at appropriate intervals according to company policy and procedures</p> <p>5.2 Stocktaking responsibilities are allocated to staff</p> <p>5.3 Accurate stock reports are produced within designated timelines</p>	<p>5.1 Stock level maintenance techniques</p> <p>5.2 Typical stocktaking procedures as appropriate to the industry sector</p> <p>5.3 Stock recording systems</p> <p>5.4 Stock security systems</p> <p>5.5 Types of stock control documentation and systems that may be applied in the hospitality industry</p> <p>5.6 Reasons for stock loss and damage</p> <p>5.7 Company procedures</p>	<p>5.1 Collect, organize and analyze information</p> <p>5.2 Plan and organize activities</p> <p>5.3 Monitoring delivery process</p> <p>5.4 Organizing stocks</p>

## RANGE OF VARIABLES

<b>VARIABLE</b>	<b>RANGE</b>
1. Stock	May include: 1.1 Food 1.2 Beverages 1.3 Equipment such as maintenance and cleaning equipment, office equipment 1.4 Linen 1.5 Stationery 1.6 Brochures and promotional materials 1.7 Cleaning supplies and chemicals 1.8 Vouchers and tickets 1.9 Souvenir products
2. Stock losses	May include: 2.1 Lack of rotation leading to product deterioration 2.2 Inappropriate storage conditions 2.3 Access by pests or vermin 2.4 Theft 2.5 Overstocking



## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated the ability to maintain continuous stock supply within a specific hospitality industry environment</p> <p>1.2 Demonstrated the ability to meet accuracy and speed requirements for completion and maintenance of stock records</p>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <p>2.1 Project or work activities that allow the candidate to demonstrate stock control and monitoring over a period of time</p> <p>2.2 Use of real stock items</p> <p>2.3 Use of industry-current stock control technology or documentation</p> <p>2.4 Involvement of internal/external suppliers</p>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <p>4.1 Review of activities undertaken by the candidate to monitor stock for a given period of time for a specific outlet i.e. order and re-order points</p> <p>4.2 Written or oral questions to test knowledge of reasons for procedures</p> <p>4.3 Review of workplace reports and records related to stock control, prepared by the candidate</p> <p>4.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

**UNIT OF COMPETENCY : PREPARE AND DELIVER TRAINING SESSIONS**

**UNIT CODE : TRS141206**

**UNIT DESCRIPTOR :** This unit deals with skills and knowledge required to prepare and deliver in-house training sessions in a range of settings within the hospitality industry workplace context.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms are elaborated in the Range of Variables</i>	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Determine training requirements	1.1 <b>Current competencies of learners</b> are identified 1.2 <b>Required competencies</b> for learners are identified 1.3 The <b>training gap</b> for learners are described 1.4 The identified training gap with <b>relevant personnel</b> are confirmed 1.5 <b>Support available for training provision</b> are determined 1.6 <b>Recommendations</b> for training are presented	1.1 Active listening techniques 1.2 Record keeping 1.3 Assessment process 1.4 Enterprise’s policies and procedures 1.5 Appropriate performance assessment	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills
2. Prepare training plan	2.1 <b>Session outlines</b> for approved training are developed 2.2 <b>Training content</b> are developed 2.3 <b>Training resources and materials</b> are developed 2.4 <b>Individual training sessions</b> are developed 2.5 <b>Training requirements</b> are organized	2.1 Active listening techniques 2.2 Record keeping 2.3 Assessment process 2.4 Enterprise’s policies and procedures 2.5 Appropriate performance assessment	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Identifying relevant information 2.6 Compilation and classification of information and data 2.7 Networking skills

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Deliver training sessions	3.1 <b><i>Attendance of learners</i></b> at the training session is confirmed 3.2 The <b><i>training venue</i></b> for the training session is prepared. 3.3 <b><i>Training topic</i></b> to learners is introduced. 3.4 The <b><i>training and assessment activities</i></b> involved in the training session is explained. 3.5 <b><i>Training session</i></b> is presented. 3.6 <b><i>Opportunities for learners</i></b> to practice skills are provided 3.7 <b><i>Feedback to learners</i></b> is provided 3.8 On-going safety of learners during training delivery and practice is ensured	3.1 Active listening techniques 3.2 Record keeping 3.3 Assessment process 3.4 Enterprise's policies and procedures 3.6 Appropriate performance assessment	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Identifying relevant information 3.6 Compilation and classification of information and data 3.7 Networking skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Current competencies of learners	May include: <ul style="list-style-type: none"> <li>1.1 Observing workers' practices</li> <li>1.2 Undertaking peer reviews</li> <li>1.3 Administering self-evaluation and analysis forms to workers</li> <li>1.4 Reviewing data contained in workplace staff performance systems/databases</li> <li>1.5 Reviewing application forms and resumes</li> <li>1.6 Seeking input from managers, supervisors and co-workers</li> <li>1.7 Obtaining feedback from customers</li> <li>1.8 Checking currency of qualifications, certificates and licenses</li> <li>1.9 Identifying individual learner preferences for training delivery</li> <li>1.10 Assessing the level of literacy and numeracy amongst the target group</li> </ul>
2. Required competencies	May include: <ul style="list-style-type: none"> <li>2.1 Reviewing relevant training programs</li> <li>2.2 Verifying plans for the business</li> <li>2.3 Reviewing relevant policies and procedures</li> <li>2.4 Reviewing existing job analysis sheets and similar</li> <li>2.5 Describing performance standards</li> <li>2.6 Specifying product and service criteria</li> <li>2.7 Describing the workplace context, including the conditions under which tasks are to be completed</li> </ul>
3. Training gap	May include: <ul style="list-style-type: none"> <li>3.1 Specifying the difference between organizational expectations of staff/learner performance and the actual level of workplace performance for each worker/learner</li> <li>3.2 Confirming identified training gaps with individual staff/learners</li> </ul>
4. Relevant personnel	May include: <ul style="list-style-type: none"> <li>4.1 Supervisors, managers and owners</li> <li>4.2 Industry peak bodies</li> <li>4.3 Subject specialists</li> <li>4.4 Head office</li> <li>4.5 Union representatives</li> <li>4.6 Human resources department</li> <li>4.7 Staff/learners</li> <li>4.8 Trainers and assessors</li> <li>4.9 External consultants</li> </ul>

<b>VARIABLE</b>	<b>RANGE</b>
5. Support available for training provision	May include: 5.1 Time 5.2 Physical resources 5.3 Human resources 5.4 Financial resources 5.5 Training venues 5.6 Training resources and materials 5.7 Management support for the initiative 5.8 Established internal career paths based on internal training delivery
6. Recommendations	May include: 6.1 Providing verbal and/or written presentations 6.2 Explaining the need for training 6.3 Quantifying costs associated with failing to address training needs 6.4 Describing the benefits that will flow from undertaking training 6.5 Identifying the assessment to be applied 6.6 Quantifying the costs associated with training delivery 6.7 Seeking approval and support from management and others
7. Session outlines	May include: 7.1 Confirming general content and/or topic areas that need to be addressed in sessions that may be group sessions or one-on-one sessions, and focus on theory, or demonstration, or both 7.2 Locating training content and/or topics in the correct sequence 7.3 Allocating timeframes for training content and/or topics 7.4 Describing the objectives and outcomes for individual training sessions 7.5 Seeking input from subject and workplace specialists to training content and/or topics 7.6 Obtaining approval from relevant personnel for proposed training sessions 7.7 Confirming resources exist to support proposed training sessions
8. Training content	8.1 May include: 8.2 Ensuring accuracy of proposed content 8.3 Ensuring comprehensiveness of proposed content 8.4 Ensuring compliance with legislated requirements relating to proposed content 8.5 Verifying sequence of proposed content 8.6 Complying with the requirements of mandated or selected training documentation, including training curricula, competency standards, job analysis, etc 8.7 Identifying topics and sub-topics for training delivery

VARIABLE	RANGE
	<p>8.8 Identifying relevant sources of information for assistance with training preparation and delivery, including internal and external sources</p> <p>8.9 Identifying the underpinning attitudes, skills and knowledge for each area of proposed content</p> <p>8.10 Identifying and/or confirming specific workplace needs, including description of the context for all proposed training</p> <p>8.11 Mapping training content against identified competencies required by staff/learners</p> <p>8.12 Emphasizing workplace safety at all stages of training delivery and in all training content</p>
<p>9. Training resources and materials</p>	<p>May include:</p> <p>9.1 Matching training resources and materials against identified workplace need</p> <p>9.2 Identifying specific materials and resources, including manuals, texts, work books, workshop guides, handouts, standard operating procedures, posters, videos, sample items, demonstration items</p> <p>9.3 Ensuring currency and relevance of existing materials for future application</p> <p>9.4 Purchasing ready-made generic training materials and resources</p> <p>9.5 Preparing establishment-specific training materials and resources to address identified workplace need</p> <p>9.6 Ensuring training materials and resources reflect identified individual differences, including learning style preferences, literacy and numeracy requirements, language requirements</p> <p>9.7 Accommodating imposed limitations on the development and acquisition of training resources and materials</p> <p>9.8 Seeking input from workplace specialists, other trainers, training organizations and past workplace staff/learners</p> <p>9.9 Reviewing evaluations that have been conducted on previous training and integrating relevant lessons into proposed training</p>
<p>10. Individual training sessions</p>	<p>May include:</p> <p>10.1 Preparing sessions for individuals and groups</p> <p>10.2 Assembling identified and agreed training content into training programs, where appropriate</p> <p>10.3 Identifying the dates and timing for individual training sessions, including start and finish times, and supplementary training provision</p> <p>10.4 Identifying and accommodating requirements for practice sessions to enable skills development,- including on-the-job and off-the job practice, provision of supplementary and top-up training, where required, and job rotation, work-sharing, out-of-work placements</p>

VARIABLE	RANGE
	<p>10.5 Identifying and allowing for necessary workplace assessment, including identification of forms of assessment to be used, development of assessment tools, where necessary, and allocation of time to enable required on-the-job, off-the-job and supplementary assessments to be conducted</p> <p>10.6 Determining venues for training delivery, including on-site and off-site</p> <p>10.7 Identifying training strategies and techniques to be used to deliver identified content, including oral presentations, simulations, project work, demonstrations, field trips, guest speakers, role plays, interviews, surveys, portfolios of evidence, mentoring, coaching, computer-based training, self-paced learning, lectures, discussion</p> <p>10.8 Identifying equipment, materials, items and consumables required to enable identified training delivery, including sufficient hand-outs required for the identified number of learners</p> <p>10.9 Ensuring training sessions enable attainment of identified objectives and outcomes</p> <p>10.10 Developing session/delivery plans for individual training sessions</p> <p>10.11 Matching training materials and resources to content of individual training sessions</p> <p>10.12 Ensuring total training program accommodates identified need for all learners for each training topic/area</p> <p>10.13 Factoring in the need to accommodate individual differences, where practicable to do so.</p>
11. Training requirements	<p>May include:</p> <p>11.1 Obtaining promised financial and other resources to support training implementation/delivery</p> <p>11.2 Obtaining identified training materials and resources</p> <p>11.3 Promoting training sessions internally to staff/learners, including use of management to encourage participation and engagement with training</p> <p>11.4 Obtaining necessary equipment and consumables to support training delivery</p> <p>11.5 Arranging for identified external training support to be available, such as guest speakers, government officials, trainers, assessors, subject experts</p> <p>11.6 Preparing hard copy training support materials, such as notes, exercises, presentations, etc</p> <p>11.7 Recording details of learners wishing to participate in training</p> <p>11.8 Being accountable for time and money spent on the preparation of training and the purchase of materials, etc</p> <p>11.9 Readyng the training venue for training</p>

VARIABLE	RANGE
	<p>11.10 Meeting with supervisors to explain the proposed workplace training, including soliciting their cooperation in relation to releasing staff for training, and offering assistance for maintaining necessary workplace staffing levels during training periods</p> <p>11.11 Arranging access to identified areas, equipment, etc for training and/or assessment, including demonstrations and practice</p> <p>11.12 Ensuring safety of the equipment and venue to be used for training and/or assessment purposes, including understanding of the emergency management plan that applies to the training venue/area, and presence of required safety and first aid equipment</p> <p>11.13 Identifying criteria for determining training effectiveness</p> <p>11.14 Establishing guidelines for training plan implementation, including dissemination and explanation of guidelines to trainers and relevant other people</p>
12. Attendance of learners	<p>May include:</p> <p>12.1 Reminding identified learners of the time and venue of the training session</p> <p>12.2 Liaising with supervisors to obtain release of learners from work duties</p> <p>12.3 Encouraging learners to attend</p> <p>12.4 Seeking assistance from support staff to record names of learners who will be attending</p> <p>12.5 Asking management to encourage staff/learner participation</p>
13. Training venue	<p>May include:</p> <p>13.1 Cleaning and tidying the venue</p> <p>13.2 Ensuring all required equipment, etc is available</p> <p>13.3 Checking the operational readiness and safety of equipment, etc</p> <p>13.4 Testing all training delivery items, such as overheads, projectors, computers, etc</p> <p>13.5 Adjusting the environment to make it comfortable for learners</p> <p>13.6 Obtaining catering, where applicable</p> <p>13.7 Obtaining and laying out all training resources and materials, including consumables</p> <p>13.8 Arranging the furniture to optimize the identified outcomes and objectives of the training session</p>
14. Training topic	<p>May include:</p> <p>14.1 Explaining the need for the training</p> <p>14.2 Motivating learners</p> <p>14.3 Selling the benefits to learners of successfully completing the training</p>



VARIABLE	RANGE
	<p>14.4 Illustrating points with industry examples and references</p> <p>14.5 Identifying the intended outcomes of the training session for individual learners, the department and the organization</p> <p>14.6 Explain how this training session integrates with other training, where applicable</p> <p>14.7 Identifying the consequences of failing to achieve the required level of competency for the training topic</p> <p>14.8 Explaining the opportunities for practice that have been arranged</p> <p>14.9 Describing the assessment procedures, where applicable</p> <p>14.10 Identifying any relevant time frames that apply to the learning and attainment of competency</p> <p>14.11 Providing an overview of the training</p>

VARIABLE	RANGE
15. Training and assessment activities	<p>May include:</p> <ul style="list-style-type: none"> <li>15.1 Explaining time restrictions that apply to both training and assessment</li> <li>15.2 Identifying the level of competency required</li> <li>15.3 Matching proposed activities with individual learning segments</li> <li>15.4 Explaining any allowable adjustments that may be able to be made to both training delivery and assessment activities</li> <li>15.5 Confirming training and assessment dates/times and venues</li> <li>15.6 Explaining the composition of assessment, including theory and practical; on-the-job and off-the-job; verbal and written assessment; sources of valid evidence that can be used to judge competency, etc.</li> </ul>
16. Training session	<p>May include:</p> <ul style="list-style-type: none"> <li>16.1 Adhering to the prepared training/delivery plan, including coverage of content/objectives, and implementation of activities</li> <li>16.2 Altering training delivery to accommodate individual learner differences/needs as they arise</li> <li>16.3 Applying task and maintenance functions of leadership</li> <li>16.4 Making on-the-spot training decisions</li> <li>16.5 Monitoring learning activities, learners, the training venue and relationships between learners and others</li> <li>16.6 Applying contingency management, where necessary</li> <li>16.7 Responding to requests from learners, where appropriate</li> <li>16.8 Ensuring the pace of the training aligns with the delivery plan</li> <li>16.9 Encouraging learners and maintaining a safe and supportive learning environment</li> <li>16.10 Intervening and addressing safety issues and interpersonal conflict situations</li> <li>16.11 Adjusting the prepared delivery plan to effectively accommodate issues arising during the training session</li> <li>16.12 Applying appropriate interpersonal skills to facilitate the learning process</li> <li>16.13 Using effective verbal communication skills to deliver training, provide supplementary information, and monitor the training session Providing extension activities to learners, as appropriate</li> </ul>

VARIABLE	RANGE
17. Opportunities for learners	May include: 17.1 Opportunities to practice during the training sessions 17.2 Opportunities to practice in a dedicated training/practice area out of work 17.3 Provision of supervised on-the-job opportunities, including supervision by trainers, supervisors, and other senior/experienced staff 17.4 Integration of on-the-job and off-the-job practice opportunities
18. Feedback to learners	May include: 17.1 Ensuing feedback is provided sensitively 17.2 Using positive feedback to motivate and encourage learners 17.3 Recognizing effort and not just success 17.4 Providing negative feedback using the positive-negative-positive sandwich methods 17.5 Being sincere in the giving of feedback 17.6 Being open as a trainer to feedback from learners 17.7 Using verbal and non-verbal techniques to provide feedback

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated understanding of host enterprise policies and procedures in regard to the provision of workplace training delivery and assessment</p> <p>1.2 Demonstrated ability to investigate and effectively determine the training requirements for a nominated group of workers in a defined workplace context</p> <p>1.3 Demonstrated ability to prepare an effective and practical training/delivery plan to address a nominated training topic/area in a given workplace context for a defined group of at least six learners; the training/delivery plan</p> <p>1.4 Demonstrated ability to deliver a nominated training session to identified learners in a given workplace training context</p>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <p>2.1 Real or simulated workplace</p> <p>2.2 Access to workplace standards, procedures, policies, guidelines</p> <p>2.3 Tools and equipment.</p>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Observation of practical candidate performance Oral and written questions</p> <p>3.2 Portfolio evidence, including data on learner competencies, training needs, training standards and documents relating to session/delivery plan, and training resources/materials developed</p> <p>3.3 Problem solving</p> <p>3.4 Role plays</p> <p>3.5 Third party reports completed by a supervisor</p> <p>3.6 Project and assignment work</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center</p>

**UNIT OF COMPETENCY : PLAN, CONDUCT AND EVALUATE STAFF PERFORMANCE ASSESSMENT**

**UNIT CODE : TRS141207**

**UNIT DESCRIPTOR :** This unit deals with skills and knowledge required to plan, conduct and evaluate a staff performance assessment within an organization that utilizes formal staff appraisals in a range of settings within the labor divisions of the hospitality industry.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Plan a staff performance assessment	1.1 The <b><i>context for staff performance assessment</i></b> for the business is defined 1.2 <b><i>Staff performance assessment options</i></b> available to the organization is differentiated 1.3 <b><i>Staff performance assessment information</i></b> amongst staff who will be assessed is shared 1.4 The <b><i>initial focus of the staff performance assessment</i></b> for each staff member is determined 1.5 <b><i>Documents to record identified staff performance assessment statistics and performance data</i></b> is prepared 1.6 <b><i>Action plan</i></b> to guide the conduct of staff performance assessment is designed	1.1 Active listening techniques 1.2 Record keeping 1.3 Assessment process 1.4 Enterprise's policies and procedures 1.5 Appropriate performance assessment	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills
2. Conduct a staff performance assessment	2.1 <b><i>Workplace-based evidence</i></b> of staff performance is gathered 2.2 <b><i>Employee performance data</i></b> is interpreted	2.1 Active listening techniques 2.2 Record keeping 2.3 Assessment process 2.4 Enterprise's policies and procedures	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
		2.5 Appropriate performance assessment	2.5 Identifying relevant information 2.6 Compilation and classification of information and data 2.7 Networking skills
3. Evaluate a staff performance assessment	3.1 <b><i>Staff performance assessment interview</i></b> is prepared 3.2 <b><i>Individual staff performance with staff member is reviewed</i></b> 3.3 <b><i>Staff performance assessment targets for next period is prepared</i></b>	3.1 Active listening techniques 3.2 Record keeping 3.3 Assessment process 3.4 Enterprise's policies and procedures 3.5 Appropriate performance assessment	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Identifying relevant information 3.6 Compilation and classification of information and data 3.7 Networking skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Context for staff performance assessment	May include: <ul style="list-style-type: none"> <li>1.1 aligning individual staff performance with organizational and/or departmental goals and objectives as stated in the business and other relevant operational plans</li> <li>1.2 optimizing individual staff potential</li> <li>1.3 identifying workplace performance goals for individual staff</li> <li>1.4 cross-referencing individual staff performance against general workplace needs, including requirements of rosters, levels of trade, idiosyncratic workplace requirements</li> <li>1.5 integrating requirements of individual staff performance with internal staff training</li> </ul>
2. Staff performance assessment options	May include: <ul style="list-style-type: none"> <li>2.1 criterion referenced measurement</li> <li>2.2 self-assessment</li> <li>2.3 peer assessment</li> <li>2.4 manager/owner observation</li> <li>2.5 statistical analysis</li> <li>2.6 rating scale methods</li> <li>2.7 ranking or comparison methods</li> <li>2.8 commercially available proprietary systems.</li> </ul>
3. Staff performance assessment information	May include: <ul style="list-style-type: none"> <li>3.1 mentioning organization-wide staff performance assessment at all interviews conducted for new staff</li> <li>3.2 including mention of staff performance assessment in regular staff activities, including internal training, briefings, meetings, etc</li> <li>3.3 explaining that the staff performance assessment process applies to all employees within the business, including supervisors, managers, etc</li> <li>3.4 explaining that the staff performance assessment process is on-going and cyclical in nature</li> <li>3.5 talking to individual staff, including one-on-one basis to:               <ul style="list-style-type: none"> <li>a. determine the focus of the staff performance assessment for the up-coming period</li> <li>b. explaining the support available for staff</li> </ul> </li> </ul>

VARIABLE	RANGE
	<ul style="list-style-type: none"> <li>c. re-assuring staff that jobs are not threatened by the staff performance assessment process</li> <li>d. confirm that all staff, including management, are subject to staff performance assessment</li> </ul>
	<ul style="list-style-type: none"> <li>3.6 notifying staff well in advance of any meetings and special events relating to staff performance assessments</li> <li>3.7 using experienced/senior staff to assist in selling the benefits' of staff performance assessments to new staff</li> <li>3.8 developing individual staff performance assessment deed/workplace contract, setting out the agreement between employee and supervisor exactly what will be assessed and how it will be adjudged during the identified period in terms of targeted staff performance</li> </ul>
<p>4. Initial focus of the staff performance assessment</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>4.1 understanding that future staff performance assessment deed/workplace contracts will flow from the results of the initial staff performance assessment</li> <li>4.2 identifying legitimate and equitable targets for the staff member, including negotiation of these targets and genuine agreement on what will count as practical and objective targets</li> <li>4.3 ensuring staff understand the criteria that will be used to judge their workplace performance, including specification and description of Key Performance Indicators (KPIs), performance targets, etc</li> <li>4.4 getting staff to sign their copy of the staff performance assessment deed/workplace contract</li> <li>4.5 filing a copy of each staff performance assessment deed/workplace contract</li> <li>4.6 giving individual staff members a copy of the paperwork associated with their agreed individual deed/workplace contract</li> </ul>
<p>5. Documents to record identified staff performance assessment statistics and performance data</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>5.1 performance checklists</li> <li>5.2 data collection forms</li> </ul>
<p>6. Action plan</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>6.1 identifying resources to support individual staff performance assessments</li> </ul>



VARIABLE	RANGE
	<p>6.2 identifying timelines for individual staff performance assessments, including dates and hours required for training and other necessary pre-requisite information to be learned, informal staff assessment interviews/meetings, mentoring, external training, as appropriate</p> <p>6.3 identifying personnel responsible for activities contained in the plan</p> <p>6.4 identifying activities to be used during the identified staff performance assessment period</p> <p>6.5 obtaining agreement from individual staff that their staff performance assessment deed/workplace contract contains legitimate and achievable goals and timelines</p>
7. Workplace-based evidence	<p>May include:</p> <p>7.1 implementing the individual and agreed action plans for individual staff</p> <p>7.2 ensuring informal elements of workplace performance are included in the capturing of the formal workplace information</p> <p>7.3 using prepared forms to ensure the identified data is captured</p> <p>7.4 using multiple sources of data collection to ensure 360° information is obtained</p> <p>7.5 ensuring objectivity in data collection</p> <p>7.6 involving relevant others in the data gathering process</p>
8. Employee performance data	<p>May include:</p> <p>8.1 determining patterns within the data</p> <p>8.2 identifying strengths and weaknesses of individual staff</p> <p>8.3 making decisions and developing conclusions based on the objective data captured</p> <p>8.4 seeking supporting information to validate conclusions reached</p> <p>8.5 disregarding irrelevant data</p> <p>8.6 comparing actual performance data against specified and identified targets and statistics</p> <p>8.7 maintaining privacy and confidentiality of information captured</p>
9. Staff performance assessment interview	<p>May include:</p> <p>9.1 developing a plan on how to conduct the staff performance assessment interview</p> <p>9.2 ensuring familiarity with the facts that relate to the individual staff performance assessment,</p>

VARIABLE	RANGE
	<p>including the captured data, the key performance indicators (KPIs) contained in the relevant staff performance assessment deed/workplace contract</p> <p>9.3 determining the context of the staff performance assessment deed/workplace contract, including identification of the need for encouragement, congratulations, extension, disciplinary action etc</p> <p>9.4 identifying specific supporting evidence to be used in illustrating points that need to be made during the interview</p> <p>9.5 identifying future courses of action that may be taken for the staff member during their next staff performance assessment period</p> <p>9.6 preparing recommendations to make to individual staff</p> <p>9.7 identifying a location and time for the evaluation/staff performance assessment interview, including the venue so that it facilitates a positive interaction between staff member and supervisor</p>
10. Individual staff performance	<p>May include:</p> <p>10.1 meeting privately with individual staff member</p> <p>10.2 reviewing the objectives set out in the individual staff performance assessment deed/workplace contract for the period</p> <p>10.3 reminding the staff member of the cyclical nature of the staff performance assessment process</p> <p>10.4 explaining the data, facts, statistics that have been captured in relation to the identified targets for the period in question</p> <p>10.5 explaining interpretation of facts and statistics</p> <p>10.6 providing opportunity for the staff member to make input and comment on the information/data provided</p> <p>10.7 congratulating the staff member on positive outcomes</p> <p>10.8 encouraging staff member where performance has fallen short of the identified key performance criteria (KPIs) set for the period, where appropriate</p> <p>10.9 counseling staff member where it is deemed actual staff performance has fallen short of agreed criteria/ key performance criteria</p>

VARIABLE	RANGE
	<p>(KPIs) due to lack of application, including supportive mention of disciplinary action that may follow if performance does not improve to the minimum required level</p> <p>10.10 offering support of the organization and the staff for staff to achieve the required performance standards and targets</p>
<p>11. Staff performance assessment targets</p>	<p>May include:</p> <p>11.1 extending current targets</p> <p>11.2 introducing a new focus for the period, including inclusion of new key performance criteria (KPIs) as opposed to revised key performance criteria (KPIs)</p> <p>11.3 determining timelines that should apply to the targets/ key performance criteria (KPIs)</p> <p>11.4 identifying support and resources to assist in achieving the targets/ key performance criteria (KPIs)</p> <p>11.5 obtaining agreement from the staff member regarding the revised/new goals, support and timelines</p> <p>11.6 signing the new staff performance assessment deed/workplace contract for the period</p> <p>11.7 giving staff member signed copy of the staff performance assessment deed/workplace contract</p> <p>11.8 filing the staff performance assessment deed/workplace contract</p>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated understanding of host enterprise policies and procedures in regard to staff performance assessment and staff development</p> <p>1.1 Demonstrated ability to plan the staff performance assessment focus for a nominated real or simulated staff member in a designated workplace environment for a given period</p> <p>1.2 Demonstrated ability to collect, analyze and draw conclusions from information and data captured as a result of a nominated staff performance assessment for a given period</p> <p>1.3 Demonstrated ability to conduct an evaluation and feedback session/interview with a nominated real or simulated staff member in relation to a designated set of key performance criteria (KPIs) matched against a nominated set of key performance criteria (KPIs)</p>
<p>2. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <p>2.1 Access to a real or simulated workplace; and</p> <p>2.2 Access to workplace standards, procedures, policies, guidelines,</p> <p>2.3 Tools and equipment</p>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Case studies</p> <p>3.2 Observation of practical candidate performance</p> <p>3.3 Oral and written questions</p> <p>3.4 Portfolio evidence</p> <p>3.5 Problem solving</p> <p>3.6 Role plays</p> <p>3.7 Third party reports completed by a supervisor</p> <p>3.8 Project and assignment work</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center</p>

## CORE COMPETENCIES

**UNIT OF COMPETENCY : MONITOR DAILY CLEANING ROUTINES**

**UNIT CODE : TRS512301**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude required to monitor daily cleaning routine of food preparation areas, storage areas, and equipment in commercial kitchens and maintain workplace hygiene procedures according to enterprise standard and legal requirements. It requires the ability to work safely and to use resources efficiently to reduce negative environmental impacts.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify work areas, equipment and utensils for cleaning schedule	1.1 <b>Cleaning needs</b> are reviewed and site is assessed according to <b>company requirements</b> to determine work implications, and issues are clarified with <b>appropriate persons</b> . 1.2 General assessments are done in line with cleanliness requirements 1.3 <b>Work areas</b> , equipment and utensils to be cleaned are identified. 1.4 Special requirements arising from site characteristics or client requests are identified according to company and <b>occupational health and safety (OHS) requirements</b> . 1.5 <b>Scope and timing</b> of cleaning are determined	1.1 Common information need when preparing cleaning needs 1.2 Company standards, plans, requirements and procedures to that affect implementation of cleaning practices 1.3 Relevant persons involved in deciding principles in monitoring cleaning of premises 1.4 Assessment guidelines in cleaning needs determination 1.5 Common work areas in the kitchen that require cleaning 1.6 Overview of workplace standards on occupational health and safety when cleaning 1.7 Determining scope of cleaning and proper sequencing	1.1 Organizational skills to plan cleaning schedules and use resources efficiently. 1.2 Communication skills to read, comprehend and interpret workplace documents, diagram, safety data sheets (SDS) and product instructions for cleaning agents and chemicals 1.3 Oral communication skills to discuss and demonstrate operational approaches. 1.4 Learning skills to locate key information in cleaning schedules and procedures manuals. 1.5 Time management skills to address productivity 1.6 Computer literate to create forms, manuals and produce reports for recording

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		and timing of cleaning premises.	
2. Provide resources for cleaning and hygiene maintenance requirement	<p>2.1 Quality of a safe and hygienic workplace are identified as required by the enterprise</p> <p>2.2 Resource are analyzed according to availability and enterprise standard</p> <p>2.3 Work schedules are developed and available personnel with recognized competencies are assigned according to OHS and enterprise standards.</p> <p>2.4 Type and quantity of <b>equipment</b>, <b>personal protective equipment (PPE)</b>, <b>chemicals</b> and <b>consumables</b> required to perform cleaning and maintenance task are assessed according to enterprise standard.</p> <p>2.5 Suitable equipment, PPE, chemicals and consumables for the cleaning operation are provided according to task, <b>manufacturer specifications</b>, and OHS and company requirements.</p> <p>2.6 <b>Potential risks</b> are identified according to food safety standards and reported to persons of authority.</p>	<p>2.1 Food safety and HACCP standard requirements in maintaining hygienic workplace.</p> <p>2.2 Common resources when conducting cleaning and their proper use.</p> <p>2.3 Principle of preparing work schedules and cleaning plans.</p> <p>2.4 Proper use of and allocation of cleaning equipment</p> <p>2.5 Proper use of and allocation of personal protective equipment</p> <p>2.6 Proper use of and allocation of cleaning chemicals and consumables.</p> <p>2.7 Responsible use of chemicals and equipment for cleaning based on manufacturer specifications</p> <p>2.8 Common kitchen risk factors, proper identification and addressing solutions.</p>	<p>2.1 Technical skills to plan cleaning procedures, and use cleaning resources efficiently.</p> <p>2.2 Communication skills to read, comprehend and interpret workplace documents, diagram, safety data sheets (SDS) and product instructions for cleaning agents and chemicals</p> <p>2.3 Oral communication skills to report risk factors, infestation incidents, providing specific information regarding waste and discussing approach to treatment.</p> <p>2.4 Numeracy skills to calculate dilutions and ratios of chemicals and other cleaning products</p> <p>2.5 Learning skills to locate key information in cleaning schedules and procedures manuals.</p> <p>2.6 Organizational skills to plan the stages of cleaning kitchen equipment and premises.</p> <p>2.7 Time management skills to address productivity</p> <p>2.8 Computer literate to create forms, manuals and</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			produce reports for recording 2.9 Technology skills to develop cleaning schedules and maintenance
3. Prepare a kitchen inspection checklist	3.1 <b>Maintenance checklist</b> is prepared 3.2 <b>Forms and templates</b> are prepared for recording	3.1 Principles of making cleaning and maintenance checklist 3.2 Enterprise policies and procedures on preparing forms, templates, reports and summary	3.1 Technical skills to prepare maintenance checklist 3.2 Writing skills to prepare forms, templates, reports in monitoring cleaning procedures. 3.3 Organizational skills to efficiently plan the sequence of cleaning kitchen equipment and premises. 3.4 Computer literate to create forms, manuals, and produce reports for recording of cleaning progress
4. Monitor safe work cleaning practices and reduction of undesirable environmental impacts	4.1 Work team members are advised of work schedules and responsibilities using <b>communication methods</b> according to enterprise standards. 4.2 Use of cleaning agents, chemicals and cleaning equipment safely and according to manufacturer instructions are monitored. 4.3 Use of personal protective equipment and safe manual handling techniques when cleaning	4.1 Schedule of cleaning tasks and specific work assignments 4.2 Monitoring and inspection procedures on the use of cleaning agents, chemicals and cleaning equipment safely 4.3 Monitoring and inspection procedures on the use of personal protective equipment and safe manual handling techniques when	4.1 Technical skills on the proper planning of cleaning procedures, and efficient use of cleaning resources, safety and waste disposal procedures, safety data sheets (SDS) and product instructions for cleaning agents and chemicals. 4.2 Writing skills to prepare reports and monitor cleaning procedures and environmental impacts.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>equipment and premises are monitored.</p> <p>4.4 Negative environmental impacts are reduced through efficient use of energy, water and other resources.</p> <p>4.5 Sorting of general kitchen waste from recyclables and their disposal of in designated recycling bins are monitored</p> <p>4.6 Safe disposal of kitchen waste, especially hazardous substances, to minimize negative environmental impacts are monitored.</p>	<p>cleaning equipment and premises</p> <p>4.4 Environmental issues and other concerns, and environmental impacts</p> <p>4.5 Monitoring and inspection procedures on waste segregation and waste recycling.</p> <p>4.6 Monitoring and inspection procedures on proper waste disposal.</p>	<p>4.3 Oral communication skills to report deviations on cleaning standards.</p> <p>4.4 Numeracy skills to follow and calculate simple dilution requirements for chemicals and cleaning products,</p> <p>4.5 Learning skills to locate key information in cleaning schedules and procedures manuals.</p> <p>4.6 Time management skills to address productivity,</p> <p>4.7 Self-management to recognize a chemical accident and follow safety procedures to avoid food contamination.</p> <p>4.8 Computer literate to produce reports for recording of cleaning progress</p>
5. Identify work health and safety hazards	<p>5.1 <b>Preventive measures</b> are determined to avoid further damages</p> <p>5.2 <b>Work restrictions</b> affecting completion of work order and changed customer needs, expectations and preferences are identified and work schedules are adjusted according to company requirements.</p>	<p>5.1 Handling preventive measures of equipment and facilities damage</p> <p>5.2 Adjusting cleaning completions based on unplanned work restrictions</p>	<p>5.1 Technical skills on the proper identification of preventive measures to avoid damages.</p> <p>5.2 Oral communication skills to report risk factors.</p> <p>5.3 Planning and organizing skills to adjust cleaning completion of kitchen equipment and premises.</p> <p>5.4 Computer literate to produce reports for recording of cleaning progress</p>





## RANGE OF VARIABLES

VARIABLE	Range
<p>1. Cleaning needs information</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>1.1 Access to work site, including:               <ul style="list-style-type: none"> <li>1.1.1 Access and egress points</li> <li>1.1.2 Timing of access</li> </ul> </li> <li>1.2 Budget allocations</li> <li>1.3 Completion times and dates</li> <li>1.4 Human resource requirements to complete the work tasks</li> <li>1.5 Job requirements and tasks</li> <li>1.6 Legislative and local government requirements</li> <li>1.7 OHS requirements and emergency response procedures</li> <li>1.8 Requirements for working in isolated and remote locations</li> <li>1.9 Resource requirements, such as equipment and materials</li> <li>1.10 Specific client requirements, such as:               <ul style="list-style-type: none"> <li>1.10.1 Dress and presentation requirements</li> <li>1.10.2 Relationships with other activities</li> </ul> </li> <li>1.11 Use of signage and barriers</li> <li>1.12 Work schedules</li> <li>1.13 Work site contact persons</li> <li>1.14 Kitchen site requirements for specific industries, such as:               <ul style="list-style-type: none"> <li>1.14.1 Hotels and restaurant</li> <li>1.14.2 Hospitals and medical centers</li> <li>1.14.3 Nursing homes</li> <li>1.14.4 Retail food courts</li> <li>1.14.5 Schools</li> <li>1.14.6 Tourism and hospitality</li> </ul> </li> </ul>
<p>2. Company requirements</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>2.1 Business and performance plans</li> <li>2.2 Company cleaning service standards</li> <li>2.3 Communication procedures, channels and reporting procedures</li> <li>2.4 Company goals, objectives, plans, systems and processes</li> <li>2.5 Company policies and procedures, including:               <ul style="list-style-type: none"> <li>2.5.1 Access and equity policy, principles and practice</li> <li>2.5.2 OHS policies and procedures, including control procedures</li> <li>2.5.3 Maintenance procedures for equipment and PPE</li> <li>2.5.4 Those relating to own role, responsibility and delegation</li> </ul> </li> </ul>

VARIABLE	Range
	2.5.5 Work site access security clearance procedures 2.6 Company service standards 2.7 Dress and presentation requirements 2.8 Duty of care, code of conduct, and code of ethics 2.9 Emergency response and evacuation procedures 2.10 Employer and employee rights and responsibilities 2.11 Environmental protection procedures 2.12 Personnel practices and guidelines 2.13 Quality and continuous improvement processes and standards 2.14 Records and information systems and processes 2.15 Training materials (induction, refresher and new skills) 2.16 Using contractors.
3. Appropriate persons	May include: 3.1 Clients 3.2 Colleagues 3.3 Managers 3.4 Persons in control of work sites 3.5 Supervisors.
4. Work areas	Must include: 4.1 Benches and working surfaces 4.2 Cool rooms 4.3 Cupboards 4.4 Pantry 4.5 Freezers 4.6 Fridges 4.7 Microwaves 4.8 Ovens 4.9 Storerooms 4.10 Stoves.
5. Occupational health and safety (also known as workplace health and safety) requirements	May include: 5.1 Allergic reactions, such as contact dermatitis 5.2 Derma toxicological control and prevention measures 5.3 Emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances 5.4 Hazard identification and risk assessment mechanisms 5.5 Health surveillance and monitoring, such as regular blood testing 5.6 Hierarchy of hazard control procedures 5.7 Maintaining clear access 5.8 National and industry standards and codes of practice 5.9 OHS control procedures, such as: 5.9.1 Health and safety plans 5.9.2 Job plans 5.9.3 Job safety analyses 5.9.4 Risk assessments 5.9.5 Safe operating practices and procedures 5.9.6 Safe system of work statements

VARIABLE	Range
	5.9.7 Safe work instructions 5.9.8 Work method statements 5.10 Reporting injury and dangerous occurrences 5.11 Routes of entry and potential symptoms of exposure to chemicals
6. Scope and timing	May include: 6.1 Scope 6.1.1 Spot cleaning 6.1.2 General cleaning 6.1.3 Periodic cleaning 6.2 Timing 6.2.1 In between service 6.2.2 Overnight 6.2.3 Periods of slow service
7. Equipment	May include: 7.1 Access equipment, such as ladders 7.2 Bins 7.3 Brooms 7.4 Buckets 7.5 Buffers 7.6 Cleaning trolleys 7.7 Cloths 7.8 Cob Webbers 7.9 Doodle bag holders 7.10 Drop sheets 7.11 Drying equipment 7.12 Dust pans and brushes 7.13 Dusters 7.14 Extension poles 7.15 Extraction units, wands and hand tools 7.16 Hoses 7.17 Microfiber products 7.18 Mops 7.19 Polishers 7.20 Pressure-washing equipment and attachments 7.21 Scouring pads 7.22 Scrapers 7.23 Scrubbers 7.24 Site communication devices 7.25 Sponges 7.26 Spray bottles 7.27 Squeegees 7.28 Steam cleaners 7.29 Sweepers 7.30 Vacuum cleaners and attachments 7.31 Window cleaning equipment.
8. Personal Protective equipment	May include: 8.1 Ear muffs and plugs

VARIABLE	Range
	8.2 Gloves, such as non-permeable 8.3 Goggles 8.4 High-visibility vests and clothing 8.5 Overalls and other protective clothing 8.6 Respirators 8.7 Safety glasses 8.8 Safety shoes 8.9 Splash-proof face masks 8.10 Sun protection 8.11 Tongs 8.12 Ultraviolet protection 8.13 Wet-work clothing.
9. Chemicals	May include: 9.1 Acid cleaners 9.2 Alkaline cleaners 9.3 Low environmental-impact chemicals 9.4 Neutral cleaners 9.5 Solvent cleaners.
10. Consumables	May include: 10.1 Air freshener 10.2 Bin liners 10.3 Hand towels 10.4 Soap 10.5 Toilet paper
11. Manufacturer specifications	May include: 11.1 Equipment operating manuals 11.2 Instructional guides 11.3 MSDS 11.4 Other resources supplied by the manufacturer, such as: 11.4.1 Laminated cards 11.4.2 Notices 11.4.3 Wall posters 11.5 Product labels 11.6 Safety instructions pre-printed on equipment.
12. Potential risk	May include: 12.1 Mechanical – by machines or human action or both 12.2 Chemical 12.3 Heat and steam
13. Maintenance checklist	May include: 13.1 Schedule 13.2 Item to be cleaned 13.3 Cleaning method 13.4 Cleaning frequency 13.5 Person responsible
14. Forms and templates	May include: 14.1 Bleach Solution Log 14.2 Food Contact Surfaces Cleaning and Sanitizing Log 14.3 Manager's Checklist

VARIABLE	Range
	14.4 Maintenance Checklist 14.5 Cleaning Checklist 14.6 Corrective Action Records 14.7 Damaged or Discarded Product Log
15. Communication methods	May include: 15.1 Communication books 15.2 Letters and notices in English and other languages 15.3 Mobile phones 15.4 Noticeboards 15.5 One-on-one meetings 15.6 Pagers 15.7 Reports 15.8 Telephones 15.9 Voice mail 15.10 Work schedules 15.11 Work team meetings 15.12 Written instructions.
16. Preventive measures	May include: 16.1 Precautions when handling waste 16.2 Proper disposal of chemical waste 16.3 Color coding 16.4 Waste segregation
17. Work restrictions	May include: 17.1 Amount of cleaning anticipated 17.2 Client activity 17.3 Employee level of literacy and communication skills 17.4 Faulty or inappropriate equipment 17.5 Site accessibility 17.6 Site hazards 17.7 Skills of work unit or team 17.8 Staffing resources 17.9 Time limitations.

## EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>1.1 Monitored clean and sanitize areas of food preparation and in accordance with food safety and occupational health and safety regulations</li> <li>1.2 Monitored cleaning and sanitizing of large and small equipment/ utensils commonly found in a commercial/institutional kitchen</li> <li>1.3 Demonstrated sanitizing procedures and techniques</li> <li>1.4 Monitored waste disposal according to sanitary regulations, enterprise practices and standard procedures</li> <li>1.5 Followed workplace safety practices and hygienic procedures</li> </ul>
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	1.6 Communicated effectively with others to ensure effective work operation
2. Resource Implications	The following resources should be provided: 2.1 Access to fully equipped commercial/institutional kitchen and storage areas 2.2 Access to relevant cleaning materials and equipment for kitchen areas 2.3 Access to actual workplace standards, procedures, policies, and guidelines, tools and equipment
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct observation of the candidate while monitoring cleaning a kitchen 3.2 Written or oral questions to test knowledge of candidate's on cleaning materials and equipment and issues 3.3 Interview to gain insight on discipline practiced 3.4 Project and assignment work 3.5 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group

**UNIT OF COMPETENCY : APPLY AND DEMONSTRATE CURRENT TRENDS IN METHODS OF COOKERY**

**UNIT CODE : TRS512302**

**UNIT DESCRIPTOR :** This unit describes the performance outcomes, skills and knowledge required by cooks and chefs in a supervisor position to apply and perform current trends of cooking that enhances food quality and presentation in a commercial

food

production environment.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify current trends in methods of cookery	1.1 Information sources regarding <b>current trends in methods of cookery</b> are identified, assessed and obtained 1.2 Correct information on <b>methods and techniques</b> are identified, obtained	1.1 Basic fundamental and application of current methods of cookery 1.2 Basic and contemporary culinary terminologies and trade names	1.1 Technical skills to apply principles of food preparation, and sanitation, and hygienic and safe work practices. 1.2 Communication skills and interpersonal techniques sufficient to interact appropriately

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>and stored to assist kitchen staff queries.</p> <p>1.3 Appropriate knowledge and skills are updated and aligned according to current trends of cookery</p>	<p>1.3 Culinary Math to calculate ratios and proportion</p> <p>1.4 Market trends and styles for a variety of dishes, different types of customer requirement and varying numbers</p> <p>1.5 Current market trends in Dietary and traditional cultural beliefs.</p> <p>1.6 Science theory of modern preparation, cooking and presentation</p> <p>1.7 Basic chemistry</p> <p>1.8 Contemporary procedures and cooking techniques</p>	<p>with colleagues and relevant people in the workplace</p> <p>1.3 Literacy skills sufficient to interpret varied information related to food preparation lists and recipes to determine food preparation requirements.</p> <p>1.4 Numeracy skills to calculate the quantities of commodities and number of portions, and determine cooking times and temperatures for cooking operations.</p> <p>1.5 Problem-solving skills to evaluate quality and availability of ingredients and make adjustments to deal with quality shortfalls</p> <p>1.6 Artistic skills to create visual appeal to the dish and to complement the totality of the plate</p> <p>1.7 Critical thinking skills to rectify issues and make judgements and decisions regarding issues</p> <p>1.8 Organizational skills and teamwork sufficient to coordinate modern methods of cookery.</p> <p>1.9 Technology skills to adjust and substitute alternative ingredients and equipment to produce dishes</p> <p>1.10 Resourceful to continuously improve, innovate, and update knowledge and techniques</p>



ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Apply current trends in methods of cookery	<p>2.1 Appropriate cooking <b>tools and equipment</b> that are <b>environmentally friendly</b> are selected and used in accordance to menu requirements.</p> <p>2.2 <b>Special and sustainable ingredients</b>, and their <b>availability</b> are determined, ensured, used, prepared, cooked and presented accurately according to recipe specifications to match intended final product in a safe manner.</p> <p>2.3 <b>Steps, cultural requirements and major issues</b> in the preparation of <b>specialty and variety of dishes</b> are observed using a variety of <b>cooking methods</b> and <b>complex techniques</b> appropriate for the dishes selected.</p> <p>2.4 Work schedule and workflow plan are designed to maximize teamwork and efficiency.</p> <p>2.5 <b>Current methods of cookery</b> is applied and performed to enhance taste, texture and presentation</p> <p>2.6 <b>Garnishes, sauces and accompaniments</b> for dishes are</p>	<p>2.1 Science of Modern and contemporary cooking techniques</p> <p>2.1.1 Identification and use of modern kitchen equipment and tools including proper use and maintenance</p> <p>2.2 Quality assurance for complex and specialty ingredients</p> <p>2.3 Principles of ratios and proportions in using ingredients</p> <p>2.4 Modern ingredients behavior and use</p> <p>2.5 Modern cooking and preparation terminologies</p> <p>2.6 Enterprise Standard procedures for purchasing, receiving, and storing</p> <p>2.7 Appropriate preparation and handling of trimmings and wastage minimization</p> <p>2.8 Waste management and utilization techniques</p> <p>2.9 Preparation methods for variety of modern ingredients used for cooking</p> <p>2.10 Principles of menu planning</p> <p>2.11 Principles of food and flavour pairing</p> <p>2.12 Extensive knowledge of international</p>	<p>2.1 Technical skills to apply principles of food preparation, and sanitary, hygienic and safe work practices.</p> <p>2.2 Communication skills and interpersonal techniques sufficient to interact appropriately with colleagues and others in the workplace</p> <p>2.3 Literacy skills sufficient to interpret varied information related to food preparation lists and standard recipes to determine food preparation requirements.</p> <p>2.4 Numeracy skills to calculate the quantities of commodities and number of portions, and determine cooking times and temperatures for bulk cooking operations.</p> <p>2.5 Problem-solving skills to evaluate quality of ingredients and finished dishes and make adjustments to deal with quality shortfalls in bulk cooking.</p> <p>2.6 Planning skills to efficiently sequence the stages of food preparation and production.</p> <p>2.7 Self-management skills to manage own speed, timing and productivity</p> <p>2.8 Artistic skills to create visually appealing dishes with complementary sauces, garnishes and accompaniments</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>determined and prepared</p> <p>2.7 Workplace and food safety, sanitation and hygiene in accordance with HACCP standards are applied.</p>	<p>cuisine, beliefs and practices</p> <p>2.13 Application of current trends of cookery methods and techniques</p> <p>2.14 Principles of Food and Flavor pairing</p> <p>2.15 Basic Fundamentals of cooking for a variety of dietary and cultural beliefs requirements</p> <p>2.16 Basic Theory and Fundamentals of Modern Cuisine</p> <p>2.17 Principles, Fundamentals and techniques of Modern cooking</p> <p>2.18 Details and characteristics of the varieties of hot and cold complex dishes</p> <p>2.19 Product knowledge of variety of ingredient's reaction to heat</p> <p>2.20 Plating presentation techniques</p> <p>2.21 Industry standards and timeframe in preparing complex dishes</p> <p>2.22 Garnish preparation and selection techniques.</p> <p>2.23 Principles of workflow planning and work scheduling</p> <p>2.24 Application of current trends of Methods of cookery</p>	<p>2.9 Critical thinking skills to rectify complex issues and make judgements and decisions about those issues.</p> <p>2.10 Organizational skills and teamwork sufficient to coordinate bulk cooking.</p> <p>2.11 Technology skills to use the main features and functions of digital tools and equipment to complete work tasks and access information.</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.25 Basic Fundamentals of Molecular Cuisine 2.26 Principles and fundamentals of sous vide cooking 2.27 Product knowledge of variety of ingredient's reaction to heat 2.28 Food pairing techniques and principles regarding accompaniments 2.29 Principles of Plating 2.30 HACCP Standards in workplace safety, sanitation and hygiene 2.31 Proper storage and holding guidelines for complex hot dishes 2.32 Guidelines for reheating cold or frozen food	
3. Hold and present dish products	3.1 A variety of specialty dishes are held in required temperature, condition and prescribed containers prior to presentation 3.2 Contemporary and current design of plates and utensils are used to complement and enhance elements of the plated dish 3.3 <b>Portion control</b> is determined to ensure food items are served according to enterprise policies and standard recipes	3.1 Basic chemistry dealing with properties, composition, and structure of substances and transformation 3.2 Food safety principles on defrosting/thawing cooked food. 3.3 Current trends of plating modern cuisines 3.4 Elements of modern plating 3.5 Identification and selection of suppliers for purchasing of products	3.1 Technical skills to apply principles of food holding, and sanitary hygienic and safe work practices. 3.2 Communication skills and interpersonal techniques sufficient to interact appropriately with colleagues and relevant people in the workplace 3.3 Literacy skills sufficient to interpret varied information related to food holding lists and standard recipes to determine food

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	3.4 Dishes are evaluated and visually adjusted for presentation.	3.6 Identify cost through yield testing 3.7 Waste management 3.8 Criteria for product and presentation evaluation	preparation, and presentation requirements. 3.4 Numeracy skills to calculate the quantities of commodities and number of portions, and determine holding times and temperatures before dish presentation. 3.5 Problem-solving skills to evaluate quality of finish products and make adjustments to deal with quality consistency shortfalls in cooking 3.6 Planning skills to efficiently sequence the stages of food preparation and production. 3.7 Management skills to ensure speed, timing and productivity 3.8 Artistic skills to create visually appealing dishes with complementary sauces, garnishes and accompaniments 3.9 Critical thinking skills to rectify complex issues and make judgements and decisions about those issues. 3.10 Organizational skills and teamwork sufficient to coordinate plate presentation  3.11 Technology skills to use the main

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			features and functions of digital tools and equipment to complete work tasks and access information.
4. Store cooked dish products	<p>4.1 Cooked product items are stored correctly in <b><i>appropriate temperature conditions and locations</i></b> using correct containers to ensure freshness and quality</p> <p>4.2 <b><i>Correct thawing</i></b> procedures of cooked products are prepared and maintained</p> <p>4.3 Correct conditions are maintained to ensure freshness and quality</p>	<p>4.1 Food Safety procedures in handling cook food</p> <p>4.1.1 Appropriate and specific temperature requirements for storing cooked food products</p> <p>4.1.2 Standard used of appropriate containers for cooked products</p> <p>4.1.3 Proper labeling requirements</p> <p>4.2 Principles of FIFO and Stock rotation</p> <p>4.3 Storage principles regarding temperatures and conditions</p>	<p>4.1 Technical skills to apply principles of food storage, thawing, sanitary, hygienic and safe work practices.</p> <p>4.2 Literacy skills sufficient to prepare labels for storing food.</p> <p>4.3 Numeracy skills to determine cooking requirements for future use.</p> <p>4.4 Problem-solving skills to evaluate and deal with proper storage conditions and ensure quality.</p> <p>4.5 Critical thinking skills to rectify complex issues and make judgements and decisions about those issues.</p> <p>4.6 Technology skills to use the main features and functions of storage equipment.</p> <p>4.7 Planning skills to efficiently sequence the stages of food preparation and production.</p> <p>4.8 Communication skills and interpersonal techniques sufficient to interact appropriately with colleagues and relevant people in the workplace</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Current trends in methods of cooking	Must include: 1.1 Sous Vide 1.2 Spherification 1.3 Reverse cooking 1.4 Flash freezing 1.5 Engastration 1.6 Aging 1.7 Dehydration 1.8 Emulsification 1.9 Infusion
2. Methods and Techniques	May Include: 2.1 De-boning 2.2 Stuffing 2.3 Filleting 2.4 Rolling and trussing 2.5 Baring or Larding 2.6 Marinating
3. Tools and equipment	May Include: 3.1 Sous vide Cooker and water bath 3.2 Spiralizers and slicers 3.3 Pressure Cookers 3.4 Cooking Blowtorches 3.5 Combination ovens 3.6 Induction cooker 3.7 Dehydrators 3.8 Siphons (for producing foams) 3.9 Aging oven 3.10 Induction cooker 3.11 Syringe 3.12 Tongs 3.13 Hot infusion Siphon 3.14 Butane burner for hot infusion siphon 3.15 Food styling tool 3.16 Vacuum sealer 3.17 Digital scale 3.18 Tabletop distilleries 3.19 pH meters 3.20 Decanting bulbs 3.21 Vacuum evaporators (for making extracts)
4. Environmentally friendly	May refer to tools and equipment that: 4.1 Minimize generation of wastage and emissions in all environmental media (air, soil, water) 4.2 Reduces usage of non-renewable resources, particularly by means of efficient use of energy using other natural resources (solar, wind, biomass, geothermal and biofuel)

VARIABLE	RANGE
	4.3 Energy saving
5. Special ingredients	May include: <ul style="list-style-type: none"> <li>5.1 Organic meats</li> <li>5.2 Corn and/or grain fed animals</li> <li>5.3 Free range poultry</li> <li>5.4 Meats, poultry and game other than lamb, beef, pork and chicken</li> <li>5.5 Offal and specialist meat products</li> <li>5.6 Aged or Hanged Meat/Poultry/Game/Fish/Seafood</li> <li>5.7 Preserved Meat/Poultry/Game/Fish/Seafood including Dried, Salted, Pickled and Hot and Cold Smoked</li> <li>5.8 Unusual fish, shellfish and other foods from salt or fresh water</li> <li>5.9 Fungi</li> <li>5.10 Commodities from ethnic cuisines and cultural traditions</li> <li>5.11 Aquatic plants, such as seaweeds</li> <li>5.12 Specialist cheeses and dairy products</li> <li>5.13 Bush foods and native ingredients</li> <li>5.14 Acid (tartaric, Malic)</li> <li>5.15 Agar agar</li> <li>5.16 Albumin powder</li> <li>5.17 Bromelain</li> <li>5.18 Calcium Chloride</li> <li>5.19 Calcium Lactate</li> <li>5.20 Carrageenan (Kappa, Lambda, Lota)</li> <li>5.21 Diastatic malt powder</li> <li>5.22 Gums (guar, xanthan)</li> <li>5.23 Lecithin</li> <li>5.24 Monosodium glutamate</li> <li>5.25 Insta Cure #1</li> <li>5.26 Potato starch</li> <li>5.27 Sodium citrate</li> <li>5.28 Tapioca Maltodextrin powder</li> <li>5.29 Vital wheat gluten</li> <li>5.30 Whey protein isolate</li> <li>5.31 Wondra</li> <li>5.32 Liquid Nitrogen</li> <li>5.33 Maltodextrin</li> <li>5.34 Sodium Alginate</li> </ul>
6. Sustainable ingredients	Refers to ingredients that are produced and transported in a way that help to: <ul style="list-style-type: none"> <li>6.1 Limit global warming</li> <li>6.2 Protect biodiversity and ecosystems</li> <li>6.3 Respect natural resources and living world</li> </ul>

VARIABLE	RANGE
	6.4 Ensure fair and sufficient compensation as well as decent working conditions
7. Availability	Should include: 7.1 Seasonal 7.2 Cultural 7.3 Supplier 7.4 Price 7.5 Demand
8. Steps, cultural requirements and major issues	May include: 8.1 Prohibitions, sanctions and requirements related to food items, including food types, combinations, origins, handling, preparation, cooking and serving 8.2 Consideration of required rituals related to slaughter and preparation 8.3 Cultural considerations such as combinations of foods, serving sequence and choices 8.4 Required temperatures for different food items 8.5 Table height, orientation and seating 8.6 Table decorations and setting 8.7 Special feast, national and other celebratory days
9. Specialty dishes	May include: 9.1 Meat, poultry and game bird dishes 9.1.1 Salt Crusted Meat/Poultry/Game 9.1.2 Earth Oven Cooked Meat/Poultry/Game 9.1.3 Smoked Meat/Poultry/Game 9.1.4 Engastrated Meat/Poultry/Game 9.1.5 Sous Vide Meat/Poultry/Game 9.2 Fish and Seafood dishes 9.2.1 Salt Crusted Fish and Seafood 9.2.2 Earth Oven Cooked Fish and Seafood 9.2.3 Smoked or Preserved Fish and Seafood 9.2.4 Sous Vide Fish and Seafood 9.3 Farinaceous dishes 9.3.1 Specialty Polenta and Couscous 9.3.2 Specialty Potato Preparations 9.3.3 Specialty Fresh Pastas and Gnocchi 9.3.4 Heirloom Grains, Cereals Pulses and Rice 9.3.5 Specialty Noodles 9.4 Vegetable Dishes 9.4.1 Braised/Stewed Vegetables 9.4.2 Vegetable Casserole 9.4.3 Vegetable Gratin 9.4.4 Stuffed Vegetables 9.4.5 Compressed Vegetables 9.4.6 Vegetable Confit 9.5 Egg dishes 9.5.1 Souffle Omelettes 9.5.2 Soufflés



VARIABLE	RANGE
	9.5.3 Terrines 9.5.4 Oeufs Cocotte 9.5.5 Steamed Egg Dishes 9.6 Miscellaneous Dishes 9.6.1 Mango Sphere 9.6.2 Vapor 9.6.3 Fruit and vegetable caviar 9.6.4 Powdered liquids 9.6.5 Liquid and cream foams
10. Cooking Methods	May include: 10.1 Dry Heat Method 10.1.1 Roasting 10.1.2 Grilling 10.1.3 Broiling 10.1.4 Baking 10.1.5 Shallow/pan frying 10.1.6 Deep fat frying 10.2 Moist Heat Method 10.2.1 Boiling 10.2.2 Steaming 10.2.3 Poaching 10.2.4 Simmering 10.3 Combination Heat Method 10.3.1 Braising 10.3.2 Stewing
11. Complex Techniques	May include: 11.1 Emulsification 11.2 Foaming 11.3 Fluid Gel Technique 11.4 Gelling 11.5 Spherification 11.6 Thickening 11.7 Dehydrating 11.8 Sous vide 11.9 Aging (using aging equipment)
12. Current Methods of Cookery	May include: 12.1 Anti-griddling 12.2 Engastration 12.3 Flash Freezing 12.4 Sous Vide 12.5 Thermal Cooking 12.6 Molecular Cooking
13. Garnishes, sauces and accompaniments	May include: 13.1 Garnish 13.1.1 Herbs 13.1.2 Vegetables

VARIABLE	RANGE
	<ul style="list-style-type: none"> <li>13.1.3 Fruits</li> <li>13.1.4 Nuts</li> <li>13.1.5 Sliced or Crumbled Cheeses</li> <li>13.2 Sauces <ul style="list-style-type: none"> <li>13.2.1 Brown Sauces and Derivatives</li> <li>13.2.2 Béchamel and Derivatives</li> <li>13.2.3 Tomato Sauce and Derivatives</li> <li>13.2.4 Hollandaise and Derivatives</li> <li>13.2.5 Béarnaise and Derivatives</li> <li>13.2.6 Veloute and Derivatives</li> <li>13.2.7 Complex Butter Sauces <ul style="list-style-type: none"> <li>13.2.7.1 Beurre Blanc</li> <li>13.2.7.2 Beurre Noisette</li> <li>13.2.7.3 Beurre Amandine</li> <li>13.2.7.4 Beurre Grenobloise</li> <li>13.2.7.5 Beurre Polonaise</li> </ul> </li> <li>13.2.8 Contemporary Sauces <ul style="list-style-type: none"> <li>13.2.8.1 Coulis.</li> <li>13.2.8.2 Salsas, Relishes and Chutneys</li> <li>13.2.8.3 Vegetable Essences and Sauces</li> <li>13.2.8.4 Broths and Nage</li> <li>13.2.8.5 Infused Oils and Vinaigrettes</li> <li>13.2.8.6 Cream Reductions</li> <li>13.2.8.7 Mayonnaise Based Sauces</li> <li>13.2.8.8 Cold Sauces</li> </ul> </li> </ul> </li> <li>13.3 Accompaniments <ul style="list-style-type: none"> <li>13.3.1 Starches</li> <li>13.3.2 Grains</li> <li>13.3.3 Bread</li> <li>13.3.4 Salads</li> <li>13.3.5 Pulses and Legumes</li> </ul> </li> </ul>
14. Portion control	<p>May include:</p> <ul style="list-style-type: none"> <li>14.1 Weighing the ingredients before and after cooking</li> <li>14.2 Trimming the ingredients according to recipe specifications</li> <li>14.3 Shrinkage percentage</li> <li>14.4 Cost</li> <li>14.5 Wastage percentage</li> <li>14.6 Dietary specification</li> </ul>
15. Appropriate temperature, condition and location for cooked food	<p>Must include:</p> <ul style="list-style-type: none"> <li>15.1 Correct doneness specific to types of protein, vegetable and starch</li> <li>15.2 Coolrooms, freezers, Bain-Marie</li> <li>15.3 Ventilation</li> <li>15.4 Freezers, refrigerators, chillers</li> </ul>

<b>VARIABLE</b>	<b>RANGE</b>
16. Correct Thawing	May include: 16.1 Refrigerator 16.2 Running water 16.3 Microwave oven

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Demonstrated ability to plan, and prepare modern/contemporary dishes</li> <li>1.2 Demonstrated ability to cook and present dishes using current trends of methods of cookery.</li> <li>1.3 Followed workplace safety practices and hygienic procedures in preparing dishes.</li> <li>1.4 Communicated effectively with others to ensure effective work operations</li> <li>1.5 Presented dishes according to recipe requirements and enterprise standards.</li> <li>1.6 Demonstrated ability to used modern equipment, tools and utensils according to recipe requirement</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Access to a fully-equipped operational commercial/institutional kitchen</li> <li>2.2 Access to actual workplace standards, procedures, policies, and guidelines</li> <li>2.3 Use of a variety of ingredients, including specialty and sustainable ingredients, to prepare a wide range of hot and cold modern dishes.</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Direct observation of the candidate while preparing a variety of modern dishes using current methods cookery</li> <li>3.2 Sampling of dishes prepared by the candidate</li> <li>3.3 Written or oral questions to test candidate’s knowledge on preparing various dishes and safety issues</li> <li>3.4 Interview to gain insight on discipline practiced</li> <li>3.5 Project and assignment work</li> <li>3.6 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center</li> <li>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</li> </ul>

**UNIT OF COMPETENCY :** ESTABLISH AND MAINTAIN QUALITY CONTROL IN FOOD PRODUCTION

**UNIT CODE :** TRS512303

**UNIT DESCRIPTOR :** This unit describes the performance outcomes, skills and knowledge required by cooks and chefs in a supervisor position to ensure that high standards of food quality are established and maintained in a commercial kitchen environment.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Establish quality control for food production	1.1 Appropriate <b>quality standards</b> in <b>food production</b> are identified to ensure the quality of raw materials, cooking processes, portion control, presentation and protection of food from contamination for all menu items 1.2 Appropriate <b>quality procedures</b> to maintain quality are developed.	1.1 Role of quality control in the kitchen and its link to overall business performance and profitability 1.2 Features and benefits of different quality control mechanisms used in commercial kitchens. 1.3 Key areas for monitoring quality 1.4 Food safety regulations and requirements 1.5 Quality systems and options suitable for a commercial cookery or catering enterprise.	1.1 Technical skills to establish, implement and maintain quality control systems in a commercial kitchen 1.2 Literacy skills to prepare procedures in assuring food quality and read information about food safety legislation and standards 1.3 Communication skills to receive, follow and give instructions about quality; communicate with colleagues; and provide information about quality systems 1.4 Self-management skills to prioritize work tasks and responsibilities 1.5 Interpersonal skills to work cooperatively with colleagues in implementing quality systems

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			1.6 Technology skills to use calculators or computer-based systems to record information
2. Implement and monitor quality control procedures in food production	2.1 Quality procedures for products and services are ensured to meet consistency and enterprise requirements. 2.2 Products produced in-line with established quality standards are verified and ensured to match menu descriptions. 2.3 Procedures to monitor quality are applied, including observation, formal audits and reviews, tasting and seeking feedback. 2.4 Procedures to monitor are applied, and compliance with current food safety program and legislative and regulatory requirements are ensured.	2.1 Enterprise quality policies and procedures in food production 2.2 Verification procedures in ensuring food quality 2.3 Monitoring procedures in ensuring food quality. 2.4 Evaluation procedures in ensuring food quality.	2.1 Technical skills to establish, implement and maintain quality control systems in a commercial kitchen 2.2 Problem-solving skills to deal with quality or service breakdowns highlighted in audits and reviews 2.3 Communication skills to give instructions about quality; communicate with colleagues; and provide information about quality systems 2.4 Self-management skills to prioritize work tasks and responsibilities 2.5 Interpersonal skills to work cooperatively with colleagues in implementing quality systems; clarify personal responsibilities; deal with conflicts and misunderstandings; work out solutions in consultation with others 2.6 Problem solving skills to deal with quality or service breakdowns 2.7 Technology skills to computer-based systems to record information

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Review quality control procedures in food production	<p>3.1 Problems related to quality control of food are identified and solved</p> <p>3.2 Problems are address using essential requirements</p> <p>3.3 Solutions are monitored and effectivity are analyze and verified.</p>	<p>3.1 Common problems in quality control for food production</p> <p>3.2 Preparations for review including:</p> <ul style="list-style-type: none"> <li>• Schedules</li> <li>• Time, dates and venue</li> <li>• Topics and issues to be addressed</li> <li>• Materials needed for review</li> </ul> <p>3.3 Address cause of problem</p> <ul style="list-style-type: none"> <li>• Align with customer needs, wants and preferences</li> <li>• Confirm solutions with stakeholders, new and revised standards, SOPs, and internal trainings</li> <li>• Generate updated documents to reflect and support changes</li> <li>• Provide necessary resources to enable attainment of new revised standards and implementation of new procedures</li> </ul> <p>3.4 Provide necessary resources to enable attainment of new revised standards and implementations of new procedures</p>	<p>3.1 Organization and management skills to conduct audits and complete reports; and implement changes as a result of audits and reports</p> <p>3.5 Numeracy skills to calculate ratios of satisfaction and summarize audit responses as percentages.</p> <p>3.6 Interpersonal skills to work cooperatively with colleagues in implementing quality systems; clarify personal responsibilities; deal with conflicts and misunderstandings; work out solutions in consultation with others</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Quality standards	May be related to: 1.1 Raw materials 1.2 Cooking processes 1.3 Portion control 1.4 Re-thermalization 1.5 Standard recipes 1.6 Menu listings 1.7 Food handling.
2. Food production	May be related to: 2.1 Room service 2.2 Functions 2.3 Buffet service 2.4 Bistro service 2.5 A la carte style service 2.6 In house or outside catering.
3. Quality procedures	May include: 3.1 Formal audits against enterprise quality standards and requirements 3.2 Formal compliance inspections against industry and regulatory requirements 3.3 Feedback from colleagues and customers 3.4 Reviews of costs and revenues.
4. Problems	May relate to: 4.4 Product quality 4.5 Processes 4.6 Customer expectations.



## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Established quality control for food production</li> <li>1.2 Implemented and monitored quality control procedures in food production</li> <li>1.3 Reviewed quality control procedures in food production</li> <li>1.4 Followed workplace safety practices and hygienic procedures in preparing complex dishes</li> <li>1.5 Communicated effectively with others to ensure effective work operation</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Access to a fully-equipped operational commercial/institutional kitchen</li> <li>2.2 Access to actual workplace standards, procedures, policies, and guidelines</li> <li>2.3 Use of a variety of ingredients, including specialty and sustainable ingredients, to prepare a wide range of complex hot dishes.</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Review of documentation related to quality systems, including policies and procedures, and audit summaries and reports prepared by the candidate</li> <li>3.2 Evaluation of food quality in a work environment where the candidate is responsible for quality control</li> <li>3.3 Direct observation of the candidate while maintaining food quality in food production.</li> <li>3.4 Written or oral questions to test knowledge of candidate's about chosen system and reasoning</li> <li>3.5 Interview to gain insight on discipline practiced</li> <li>3.6 Project and assignment work</li> <li>3.7 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center</li> <li>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</li> </ul>

**UNIT OF COMPETENCY :** PLAN, PREPARE AND PRESENT SPECIALTY CUISINES

**UNIT CODE :** TRS512304

**UNIT DESCRIPTOR :** This unit deals with skills and knowledge required by cooks and chefs to select, prepare, cook and serve a range of quality meals for special cuisines in

commercial

food production environments

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify and select dishes for special cuisines	1.1 A range of dishes for <b>special cuisines</b> are identified and selected. 1.2 Dishes are selected taking into account cultural/cuisines or special customer requests 1.3 <b>Resources</b> available are ensured to prepare, cook and serve specialty cuisines	1.1 Fundamentals of Professional Cooking and Baking 1.1.1 Global cuisine and importance of cultural influences 1.1.2 Cultural and religious beliefs, and current dietary trends 1.1.3 Gastronomy 1.2 Food and culture 1.2.1 Characteristics and customer preferences 1.2.2 Factors influencing food choices 1.2.3 Basic composition of a specific meal 1.3 Ingredient familiarization 1.3.1 Specialize cooking techniques 1.3.2 Identify specific cooking equipment and utensils with dish requirement 1.3.3 Product knowledge	1.1 Technical skills to apply principles of food preparation, and sanitary, hygienic and safe work practices. 1.2 Communication skills and interpersonal techniques sufficient to interact appropriately with colleagues and others in the workplace 1.3 Literacy skills sufficient to interpret varied information related to food preparation lists and standard recipes to determine food preparation requirements. 1.4 Numeracy skills to calculate the quantities of commodities and number of portions, and determine cooking times and temperatures for bulk cooking operations. 1.5 Problem-solving skills to evaluate quality of ingredients and finished dishes and make adjustments to deal

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			<p>with quality shortfalls in bulk cooking.</p> <p>1.6 Planning skills to efficiently sequence the stages of food preparation and production.</p> <p>1.7 Self-management skills to manage own speed, timing and productivity</p> <p>1.8 Artistic skills to create visually appealing dishes with complementary sauces, garnishes and accompaniments</p> <p>1.9 Critical thinking skills to rectify complex issues and make judgements and decisions about those issues.</p> <p>1.10 Organizational skills and teamwork sufficient to coordinate bulk cooking.</p> <p>1.11 Technology skills to use the main features and functions of digital tools and equipment to complete work tasks and access information.</p>
2. Prepare a range of special cuisine based on menu requirements and enterprise standards.	<p>2.1 Production/service of menu is <b>communicated with front of house staff</b></p> <p>2.2 <b>Special ingredients</b> and <b>sustainable ingredients</b>, and their <b>availability</b> are ensured, then used and determined with accurately calculated quantities according to recipes and specifications.</p>	<p>2.1 Food Production and Service requirements</p> <p>2.2 Culinary terms and trade names for special and sustainable ingredients including market forms</p> <p>2.3 Recipe quantification and costing</p>	<p>2.1 Technical skills to apply principles of food preparation, and sanitary, hygienic and safe work practices.</p> <p>2.2 Communication skills and interpersonal techniques sufficient to interact appropriately with colleagues and others in the workplace</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>2.3 Conditions of ingredients are ensured to maintain the freshness and quality</p> <p>2.4 <b>Tools and equipment</b> that are <b>environmentally friendly</b> are selected and used in accordance to menu requirements.</p> <p>2.5 Work schedule and workflow plan are designed to maximize teamwork and efficiency.</p> <p>2.6 A clear and complete <b>mise en place list</b> is prepared.</p> <p>2.7 <b>Preparation techniques</b> for a variety of ingredients are identified according to enterprise standards and recipe requirements.</p> <p>2.8 Appropriate purchasing, receiving, and storing procedures are established and correctly observed.</p> <p>2.9 Trimmings and wastage are minimized through appropriate preparation and handling.</p> <p>2.10 <b>Thawing of frozen items are maintained in accordance to enterprise standards.</b></p> <p>2.11 <b>Steps, cultural requirements and major issues</b> in the preparation of</p>	<p>2.4 Quality assurance for complex and specialty ingredients</p> <p>2.5 Identification of tools and equipment, including proper use and maintenance</p> <p>2.6 Principles of workflow planning and work scheduling</p> <p>2.7 Principles of mise-en-place preparation</p> <p>2.8 Preparation methods for a variety of complex and specialty ingredients</p> <p>2.9 Purchasing, receiving and storage procedures for complex and specialty ingredients.</p> <p>2.10 Waste minimization and trimming utilization techniques</p> <p>2.11 Sanitary Thawing condition for frozen food and ingredients</p> <p>2.12 Principles of basic and modern cooking techniques</p> <p>2.13 Current trends in the preparation of complex hot dishes</p> <p>2.14 Varieties of complex hot dishes</p> <p>2.15 Details and characteristics of the varieties of complex hot dishes</p> <p>2.16 Industry standards and timeframe in preparing complex dishes</p>	<p>2.3 Literacy skills sufficient to interpret varied information related to food preparation lists and standard recipes to determine food preparation requirements.</p> <p>2.4 Numeracy skills to calculate the quantities of commodities and number of portions, and determine cooking times and temperatures for bulk cooking operations.</p> <p>2.5 Problem-solving skills to evaluate quality of ingredients and finished dishes and make adjustments to deal with quality shortfalls in bulk cooking.</p> <p>2.6 Planning skills to efficiently sequence the stages of food preparation and production.</p> <p>2.7 Self-management skills to manage own speed, timing and productivity</p> <p>2.8 Artistic skills to create visually appealing dishes with complementary sauces, garnishes and accompaniments</p> <p>2.9 Critical thinking skills to rectify complex issues and make judgements and decisions about those issues.</p> <p>2.10 Organizational skills and teamwork sufficient to</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p><b>specialty dishes</b> are observed using a variety of <b>cooking methods</b> and <b>complex techniques</b> appropriate for the dishes selected.</p> <p>2.12 Complex dishes are prepared in a logical manner and within industry realistic time frame.</p> <p>2.13 <b>Sauces, garnishes, and accompaniments</b> appropriate for the dishes are prepared.</p> <p>2.14 Workplace and food safety, sanitation and hygiene in accordance with HACCP standards are applied.</p> <p>2.15 Complex dishes are kept at required storage or holding temperatures to maintain quality and freshness prior to service.</p> <p>2.16 <b>Heating procedures</b> of cold or frozen stored food are followed according to enterprise standards.</p>	<p>2.17 Principles of sauce making</p> <p>2.18 Principles of food and flavor pairing.</p> <p>2.19 Principles of menu planning</p> <p>2.20 Garnish preparation and selection techniques.</p> <p>2.21 HACCP Standards in workplace safety, sanitation and hygiene</p> <p>2.22 Proper storage and holding guidelines for complex hot dishes</p> <p>2.23 Guidelines for reheating cold or frozen food</p>	<p>coordinate bulk cooking.</p> <p>2.11 Technology skills to use the main features and functions of digital tools and equipment to complete work tasks and access information.</p>
3. Plate and present a range of specialty cuisine	<p>3.1 A variety of specialty dishes are presented according to <b>plating and presentation requirement</b> including <b>ways of serving</b>.</p> <p>3.2 Appropriate service wares or <b>eco-friendly packaging</b> are selected to suite the type and style of presentation for complex dishes.</p>	<p>3.3.1 Principles of classical and modern plating presentation</p> <p>3.3.2 Different Service Styles</p> <p>3.4 Guidelines in plate and packaging selection</p> <p>3.5 Proper portion size and portioning allocation</p> <p>3.6 Proper sequence of menu service</p>	<p>2.1 Technical skills to apply principles plating presentation, and sanitary, hygienic and safe work practices.</p> <p>2.2 Numeracy skills to calculate the proper portions for bulk cooking operations.</p> <p>2.3 Problem-solving skills to evaluate quality of finished dishes and deal with</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>3.3 Dishes are portioned according to required service requirements and enterprise standards.</p> <p>3.4 Dishes are presented hygienically, logically and sequentially within required timeframe</p> <p>3.5 Dishes are evaluated and visually adjusted for presentation.</p>	<p>3.7 Criteria for product and presentation evaluation</p>	<p>quality shortfalls in bulk cooking.</p> <p>2.4 Planning skills to efficiently sequence the stages of food production.</p> <p>2.5 Self-management skills to manage own speed, timing and productivity</p> <p>2.6 Artistic skills to create visually appealing dishes with complementary sauces, garnishes and accompaniments</p>
<p>4. Store complex hot dishes.</p>	<p>4.1 Fresh and/or cryovac items are <b>stored</b> according to enterprise standards</p> <p>4.2 Food items are stored in appropriate containers and are <b>properly labeled</b> according to sanitation and safety standards and FIFO procedures.</p> <p>4.3 <b>Storage conditions</b> are ensured to maintain freshness and quality.</p> <p>4.4 Economic viability of preparation and holding quantities are ensured.</p>	<p>4.1 Storage principles for fresh and cryovac food</p> <p>4.2 Suitable containers for storing food</p> <p>4.3 Labelling requirements for storing food for foodservice</p> <p>4.4 Conditions for storage of food</p> <p>4.5 Proper calculation of food for future use</p>	<p>4.1 Technical skills to apply principles of sanitary, hygienic and safe work practices.</p> <p>4.2 Literacy skills sufficient to prepare labels for storing food.</p> <p>4.3 Numeracy skills to determine cooking requirements for future use.</p> <p>4.4 Problem-solving skills to evaluate and deal with proper storage conditions and ensure quality.</p> <p>4.5 Critical thinking skills to rectify complex issues and make a reasonable judgement and decisions regarding issues.</p> <p>4.6 Technology skills to use the main features and functions of storage equipment.</p>



## RANGE OF VARIABLES

VARIABLE	RANGE
1. Special cuisines	May be related to: 1.1 Country 1.2 Culture 1.3 Region 1.4 Festivals/Ceremonies
2. Resources	May be related to: 2.1 Staff 2.2 Equipment 2.3 Storage 2.4 Product
3. Communicated with front of house staff	May include: 3.1 Pre-serving briefing 3.2 Cooking timelines 3.3 Portion quantities 3.4 Specific dietary needs 3.5 Service styles
4. Special ingredients	May include: 4.1 Organic meats 4.2 Corn and/or grain fed animals 4.3 Free range poultry 4.4 Meats, poultry and game other than lamb, beef, pork and chicken 4.5 Offal and specialist meat products 4.6 Aged or Hanged Meat/Poultry/Game/Fish/Seafood 4.7 Preserved Meat/Poultry/Game/Fish/Seafood including Dried, Salted, Pickled and Hot and Cold Smoked 4.8 Unusual fish, shellfish and other foods from salt or fresh water 4.9 Fungi 4.10 Commodities from ethnic cuisines and cultural traditions 4.11 Aquatic plants, such as seaweeds 4.12 Specialist cheeses and dairy products 4.13 Bush foods and native ingredients
5. Sustainable ingredients	Refers to ingredients that are produced and transported in a way that help to: 5.1 Limit global warming 5.2 Protect biodiversity and ecosystems 5.3 Respect natural resources and living world 5.4 Ensure fair and sufficient compensation as well as decent working conditions
6. Availability	Should include: 6.1 Seasonal 6.2 Cultural 6.3 Supplier



VARIABLE	RANGE
	6.4 Price 6.5 Demand
7. Tools and equipment	May include: 7.1 Acetate sheets 7.2 Blow torch 7.3 Deep fryer/ pressure fryer 7.4 Dehydrators 7.5 Digital scales 7.6 Drum sieve and strainers 7.7 Electric, gas or induction stoves 7.8 Food processors, mixer, mincer, bowl choppers 7.9 Food storage containers 7.10 Grills (flat top, charcoal, barbeque) 7.11 Hand tools and utensils 7.12 Immersion blender\ 7.13 Injection (Food Grade) 7.14 Juicers 7.15 Microwave oven 7.16 Oven, conveyer oven and combination ovens 7.17 Plastic syringe and tubing 7.18 Poacher 7.19 Pots and Pans 7.20 Pressure cookers 7.21 Ring molds 7.22 Salamander or Broiler 7.23 Smokers 7.24 Sous vide immersion circulators 7.25 Sous vide water bath containers 7.26 Stand mixers 7.27 Steamers (pressure, atmospheric, and fish kettle) 7.28 Vacuum packing machines 7.29 Whipping siphons
8. Environmentally Friendly	May refer to tools and equipment that: 8.1 Minimize generation of wastage and emissions in all environmental media (air, soil, water) 8.2 Reduces usage of non-renewable resources, particularly by means of efficient use of energy using other natural resources (solar, wind, biomass, geothermal and biofuel) 8.3 Energy saving
9. Mise en place list	May include: 9.1 Tools and equipment 9.2 Prepared specialty stocks and sauces 9.3 Puree of fruits, vegetables, meats 9.4 Herbs and spices 9.5 Vegetables, fruits 9.6 Nuts, pulses, grains 9.7 Meats, poultry, seafood

VARIABLE	RANGE
	9.8 Pastas, noodles 9.9 Bread, rice, corn, wheat 9.10 Bakery ingredients
10.Preparation Techniques	May include: 10.1 De-boning 10.2 Stuffing 10.3 Filleting 10.4 Rolling and trussing 10.5 Baring or Larding 10.6 Marinating
11.Thawing	May include: 11.1 Refrigerator 11.2 Running water 11.3 Microwave oven
12.Steps, cultural requirements and major issues	May include: 12.1 Prohibitions, sanctions and requirements related to food items, including food types, combinations, origins, handling, preparation, cooking and serving 12.2 Consideration of required rituals related to slaughter and preparation 12.3 Cultural considerations such as combinations of foods, serving sequence and choices 12.4 Required temperatures for different food items 12.5 Table height, orientation and seating 12.6 Table decorations and setting 12.7 Special feast, national and other celebratory days.
13.Specialty Dishes	May include: 13.1 Meat, poultry and game bird dishes 13.1.1 Salt Crusted Meat/Poultry/Game 13.1.2 Earth Oven Cooked Meat/Poultry/Game 13.1.3 Smoked Meat/Poultry/Game 13.1.4 Engastrated Meat/Poultry/Game 13.2 Fish and Seafood dishes 13.2.1 Salt Crusted Fish and Seafood 13.2.2 Earth Oven Cooked Fish and Seafood 13.2.3 Smoked or Preserved Fish and Seafood  13.3 Farinaceous dishes 13.3.1 Specialty Polenta and Couscous 13.3.2 Specialty Potato Preparations 13.3.3 Specialty Fresh Pastas and Gnocchi 13.3.4 Heirloom Grains, Cereals Pulses and Rice 13.3.5 Specialty Noodles 13.4 Vegetable Dishes 13.4.1 Braised/Stewed Vegetables 13.4.2 Vegetable Casserole 13.4.3 Vegetable Gratin 13.4.4 Stuffed Vegetables 13.4.5 Compressed Vegetables

VARIABLE	RANGE
	13.4.6 Vegetable Confit 13.5 Egg dishes 13.5.1 Souffle Omelettes 13.5.2 Soufflés 13.5.3 Terrines 13.5.4 Oeufs Cocotte 13.5.5 Steamed Egg Dishes
14.Cooking Methods	May include: 14.1 Dry Heat Method 14.1.1 Roasting 14.1.2 Grilling 14.1.3 Broiling 14.1.4 Baking 14.1.5 Shallow/pan frying 14.1.6 Deep fat frying 14.2 Moist Heat Method 14.2.1 Boiling 14.2.2 Steaming 14.2.3 Poaching 14.2.4 Simmering 14.3 Combination Heat Method 14.3.1 Braising 14.3.2 Stewing 14.4 Modern Method 14.4.1 Anti-griddling 14.4.2 Engastration 14.4.3 Flash Freezing 14.4.4 Sous Vide 14.4.5 Thermal Cooking 14.4.6 Molecular Cooking
15.Complex Techniques	May include: 15.1 Organic and Sustainable Sources 15.2 Chemical free diet / Living environment 15.3 Dry or Wet Aging (if applicable) 15.4 Modern flavor combinations 15.5 Sous vide 15.6 Emulsifying, Foams, Gels and Spherification 15.7 Blast Chilling and Freezing 15.8 Dehydrating 15.9 Pickling
16.Sauces	May include: 16.1 Brown Sauce 16.1.1 Sauce Bordelaise 16.1.2 Sauce Bourgignon 16.1.3 Sauce Diable 16.1.4 Sauce Piquant 16.1.5 Aux Fines Herbs 16.1.6 A'l Estragon 16.1.7 Sauce Madere

VARIABLE	RANGE
	16.1.8 Sauce Perigueux
	16.1.9 Sauce Robert
16.2	Béchamel
	16.2.1 Sauce Mornay
	16.2.2 Sauce Nantua
	16.2.3 Sauce Hongroise
	16.2.4 Sauce au Cari
	16.2.5 Sauce aux Champignons
	16.2.6 Sauce Estragon
	16.2.7 Sauce Soubise
	16.2.8 Sauce Supreme
16.3	Tomato Sauce
	16.3.1 Sauce Provençale
	16.3.2 Sauce Portugaise
	16.3.3 Salsa Cruda
	16.3.4 Sauce Arlesienne
	16.3.5 Sauce Choron
	16.3.6 Sauce Colbert
	16.3.7 Sauce Tyrosine
	16.3.8 Sauce aux Poivre Vert
	16.3.9 Sauce Pales
16.4	Hollandaise
	16.4.1 Sauce aux Capres
	16.4.2 Sauce Chantilly
	16.4.3 Sauce Maltaise
	16.4.4 Sauce Mikado
	16.4.5 Sauce vin Blanc
16.5	Béarnaise
	16.5.1 Sauce Arlesienne
	16.5.2 Sauce Choron
	16.5.3 Sauce Colbert, Foyot or Valois
	16.5.4 Sauce aux Poivre Vert
	16.5.5 Sauce Pales
	16.5.6 Sauce Tyrosine
16.6	Veloute
	16.6.1 Sauce Allemande
	16.6.2 Sauce Supreme
	16.6.3 Sauce Normande
	16.6.4 Sauce Bercy
	16.6.5 Sauce Cardinal
16.7	Complex Butter Sauce
	16.7.1 Beurre Blanc
	16.7.2 Beurre Noisette
	16.7.3 Beurre Amandine
	16.7.4 Beurre Grenobloise
	16.7.5 Beurre Polonaise
16.8	Contemporary Sauces
	16.8.1 Coulis.
	16.8.2 Salsas, Relishes and Chutneys

VARIABLE	RANGE
	16.8.3 Vegetable Essences and Sauces 16.8.4 Broths and Nage 16.8.5 Infused Oils and Vinaigrettes 16.8.6 Cream Reductions 16.8.7 Mayonnaise Based Sauces 16.8.8 Cold Sauces
17. Garnishes and accompaniments	May include: 17.1 Garnish 17.1.1 Herbs 17.1.2 Vegetables 17.1.3 Fruits 17.1.4 Nuts 17.1.5 Sliced or Crumbled Cheeses 17.2 Accompaniments 17.2.1 Starches 17.2.2 Grains 17.2.3 Bread 17.2.4 Salads 17.2.5 Pulses and Legumes
18. Heating Procedures	May include: 18.1 Microwave 18.2 Stove/range
19. Plating and presentation requirement	May include: 19.1 Appeal 19.2 Color and contrast 19.3 Temperature of food and service 19.4 Equipment 19.5 Classical and innovative arrangement styles
20. Ways of serving	May include: 20.1 Carve 20.2 Portions 20.3 Whole
21. Eco-friendly packaging	May refer to packaging that are produced to improve ecological and environmental impacts using the following methods: 21.1 Lightweighting 21.2 Recycled materials 21.3 Biodegradable plastics 21.4 Post-consumer recycled materials 21.5 Natural packaging 21.6 Reusable materials
22. Store	May include: 22.1 Cool room temperature 22.2 Cool room placement 22.3 Length of time in cool storage 22.4 Freezer temperature 22.5 Length of time in freezer storage 22.6 Storage containers before assembly 22.7 Storage containers after assembly

VARIABLE	RANGE
	22.8 Dietary and cultural styles/flavours 22.9 Labelled 22.10 Freshness, quality and presentation 22.11 Temperature and humidity.
23. Properly labeled	May include: 23.1 Date (expiry, cooking date) 23.2 Item name 23.3 Handler name 23.4 Time 23.5 Portion (weights, yield) 23.6 Purpose 23.7 Nature (half cooked, puree etc.)
24. Storage conditions	May include: 24.1 Temperature and humidity 24.2 Stock rotation 24.3 Reporting faults 24.4 Changing containers

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Applied safe and accurate cutting and preparation techniques</li> <li>1.2 Performed 'mise-en-place'</li> <li>1.3 Prepared a range of specialty dishes to enterprise standards</li> <li>1.4 Cooked a wide variety of specialty dishes to enterprise standards</li> <li>1.5 Plated and presented variety of specialty dishes to enterprise standard</li> <li>1.6 Stored specialty dishes following sanitation and safety standards, and FIFO procedures</li> <li>1.7 Followed workplace safety practices and hygienic procedures in preparing complex dishes</li> <li>1.8 Communicated effectively with others to ensure effective work operation</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Access to a fully-equipped operational commercial/institutional kitchen</li> <li>2.2 Access to actual workplace standards, procedures, policies, and guidelines</li> <li>2.3 Use of a variety of ingredients, including specialty and sustainable ingredients, to prepare a wide range of complex hot dishes.</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Direct observation of the candidate while preparing a variety of specialty dishes</li> <li>3.2 Sampling of dishes prepared by the candidate</li> <li>3.3 Written or oral questions to test candidate's knowledge on preparing various specialty dishes and safety issues</li> <li>3.4 Interview to gain insight on discipline practiced</li> <li>3.5 Project and assignment work</li> <li>3.6 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center</li> <li>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</li> </ul>

**UNIT OF COMPETENCY : PLAN AND PREPARE GARDE MANGER PRODUCTS**

**UNIT CODE : TRS512305**

**UNIT DESCRIPTOR :** This unit describes the performance outcomes, skills and knowledge required by cooks and chefs in a supervisor position to prepare and serve garde manger products in a commercial food production environment.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Prepare and serve a variety of appetizers	1.1 <b>Food production requirements for hot and cold appetizer</b> are selected, and calculated using standard recipes 1.2 <b>Appetizer ingredients</b> are identified and prepared according to standard recipe, quality, freshness and stock rotation requirements to minimize wastage 1.3 Appropriate <b>saucés and dressings</b> are prepared according to recipe requirements 1.4 Appropriate and relevant <b>equipment, tools and utensils</b> are selected and used. 1.5 Appropriate <b>methods of cookery</b> and preparations for appetizers are identified and applied according to recipe requirement 1.6 <b>Food quality adjustment</b> are	1.1 Classification of Appetizers 1.1.1 Enterprise standards on nutritional eating qualities 1.1.2 Basic fundamentals of appetizer composition 1.1.3 Culinary Terms and trade names for special and sustainable ingredients including market forms 1.1.4 Principles and guidelines for making hot and cold appetizers including the following: <ul style="list-style-type: none"> <li>• Garnishes</li> <li>• Spreads</li> <li>• Cocktails</li> <li>• Relishes</li> <li>• Dips</li> </ul> 1.1.5 Principles of workflow planning and work scheduling to ensure quality 1.2 Recipe quantification and costing 1.2.1 Quality assurance for specialty ingredients	1.1 Technical skills to apply principles of appetizer preparation, using sanitary and hygienic safe work practices. 1.2 Communication skills and interpersonal techniques sufficient to interact appropriately with colleagues and others in the workplace 1.3 Literacy skills sufficient to interpret varied information related to appetizer preparation lists and standard recipes to determine appetizer preparation requirements. 1.4 Numeracy skills to calculate the quantities of commodities and number of portions, and determine cooking times and temperatures for cooking operations. 1.5 Problem-solving skills to evaluate quality of ingredients



	<p>made to follow standard recipe</p> <p>1.7 Appetizers are presented in <b>appropriate service wares</b> and adjusted to enhance visual appeal</p>	<p>1.2.2 Principles of mis-en-place including food safety procedures</p> <p>1.2.3 Principles of food and flavor pairing</p> <p>1.3 Basic principles and methods of sauce and dressing preparation</p> <p>1.3.1 Classification of sauces and dressings for Salads</p> <p>1.4 Identification of tools, equipment and utensils including proper use and maintenance</p> <p>1.5 Basic and current Methods of Cookery</p> <p>1.5.1 Characteristics of salad ingredients when subjected on heat</p> <p>1.5.2 Fundamental theories and techniques in preparing dressings and sauces</p> <p>1.6 Cultural requirements and issues in preparation of salad</p> <p>1.6.1 Guidelines for reheating hot and cold salads</p> <p>1.6.2 Food Safety Requirements</p> <p>1.7 Garnish selection and preparation techniques</p> <p>1.7.1 Varieties of Service style and sequence</p> <p>1.7.2 Principles of basic and current trends of plating</p> <p>1.7.3 Ratios and proportions of ingredients</p>	<p>and finished product and make adjustments to deal with quality shortfalls in cooking operation</p> <p>1.6 Planning skills to efficiently sequence the stages of appetizer preparation and production.</p> <p>1.7 Self-management skills to manage own speed, timing and productivity</p> <p>1.8 Artistic skills to create visually appealing appetizers with complementary sauces, garnishes and accompaniments</p> <p>1.9 Critical thinking skills to rectify complex issues and make judgements and decisions</p> <p>1.10 Organizational skills and teamwork sufficient to coordinate preparation and cooking.</p> <p>1.11 Technology skills to use the main features and functions of digital tools and equipment to complete task and access information.</p>
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<p>2. Prepare and serve a variety of salad</p>	<p>2.1 <b>Food production requirements</b> for <b>hot and cold salad dishes</b> are selected, and calculated using standard recipes</p> <p>2.2 <b>Salad ingredients</b> are identified and prepared according to standard recipe, quality, freshness and stock rotation requirements to minimize wastage</p> <p>2.3 Appropriate <b>sauces and dressings</b> are prepared according to recipe requirements</p> <p>2.4 Appropriate and relevant <b>equipment, tools and utensils</b> are selected and used.</p> <p>2.5 Appropriate <b>methods of cookery</b> and <b>preparations</b> for salads are identified and applied according to standard recipes requirements</p> <p>2.6 <b>Food quality adjustment</b> are made to follow standard recipe</p> <p>2.7 Salads are presented in <b>appropriate service wares</b> and adjusted to enhance visual appeal</p>	<p>2.1 Classification of Salads</p> <p>2.2 Enterprise standards on nutritional eating qualities</p> <p>2.3 Basic fundamentals of a salads composition</p> <p>2.4 Culinary Terms and trade names for special and sustainable ingredients including market forms</p> <p>2.5 Arrangements and presentation including structure of a salad</p> <p>2.6 Procedures for quantifying salad production</p> <p>2.7 Principles and Guidelines for making the following:</p> <ul style="list-style-type: none"> <li>• Vegetable salad including variations</li> <li>• Green leafy salad</li> <li>• Cooked salad</li> <li>• Fruit salad</li> <li>• Gelatin salad</li> </ul> <p>1.1.8 Principles and guidelines for making salad dressings and sauces including:</p> <ul style="list-style-type: none"> <li>• Emulsions</li> <li>• Oil and vinegar</li> </ul> <p>2.8 Guidelines for making mayonnaise</p> <p>2.9 Principles of workflow planning and work scheduling to ensure quality</p> <p>2.10 Enterprise standard Recipes</p> <p>2.11 Quantification and costing for salad production</p> <p>2.12 Quality</p>	<p>2.1 Technical skills to apply principles of salad preparation using sanitary and hygienic safe work practices.</p> <p>2.2 Communication skills and interpersonal techniques sufficient to interact appropriately with colleagues and others in the workplace</p> <p>2.3 Literacy skills sufficient to interpret varied information related to salad preparation lists and standard recipes to determine salad preparation requirements.</p> <p>2.4 Numeracy skills to calculate the quantities of commodities and number of portions, and determine cooking times and temperatures for cooking operations.</p> <p>2.5 Problem-solving skills to evaluate quality of ingredients and finished salad dishes and make adjustments to deal with quality shortfalls in cooking operations</p> <p>2.6 Planning skills to efficiently sequence the stages of salad preparation and production.</p> <p>2.7 Self-management skills to manage own speed, timing and productivity</p> <p>2.8 Artistic skills to create visually appealing salads with complementary</p>
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		<p>assurance for specialty ingredients</p> <p>2.13 Principles of mis-en-place including food safety procedures</p> <p>2.14 Basic principles of sauce and dressing preparation</p> <p>2.15 Classification of sauces and dressings for Salads</p> <p>2.16 Principles of mis-en-place including food safety procedures</p> <p>2.17 Principles of food and flavor pairing</p> <p>2.18 Identification of tools, equipment and utensils including proper use and maintenance</p> <p>2.19 Basic and current Methods of Cookery</p> <p>2.20 Characteristics of salad ingredients when subjected on heat</p> <p>2.21 Fundamental theories and techniques in preparing dressings and sauces</p> <p>2.22 Cultural requirements and issues in preparation of salad</p> <p>2.23 Guidelines for reheating hot and cold salads</p> <p>2.24 Food Safety requirements</p> <p>2.7 Garnish selection and preparation Techniques</p> <p>2.25 Varieties of Service style and sequence</p> <p>2.26 Principles of basic and current trends of plating</p> <p>2.27 Ratios and</p>	<p>sauces, garnishes and accompaniments</p> <p>2.9 Critical thinking skills to rectify complex issues and make reasonable judgements and decisions</p> <p>2.10 Organizational skills and teamwork sufficient to coordinate preparation and cooking.</p> <p>2.11. Technology skills to use the main features and functions of digital tools and equipment to complete task and access information.</p>
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		proportions of ingredients	
3. Prepare and serve a variety of sandwiches	<p>3.1 A variety of classical and contemporary <b>sandwiches</b> are prepared</p> <p>3.2 Suitable bases from a <b>range of bread</b> are selected</p> <p>3.3 Sandwiches are produced using correct <b>ingredients</b></p> <p>3.4 A range of appropriate techniques are used to prepare sandwiches</p> <p>3.5 Appropriate <b>equipment</b> are selected and used for toasting, reheating and presenting sandwiches</p> <p>3.6 Sandwiches are prepared within the required timeframe and presented using <b>suitable accompaniments and service wares</b></p> <p>3.7 Sandwiches are stored hygienically at correct environmental conditions to maintain freshness and quality</p>	<p>3.1 Contemporary and current trends of sandwiches</p> <p>3.2 Types and styles of sandwiches</p> <p>3.3 Different types and classification of breads</p> <p>3.4 Identification of high-quality sandwich ingredients</p> <p>3.5 Application Waste minimization techniques in handling fresh ingredients</p> <p>3.6 Garnishes and accompaniments for different types of sandwiches</p> <p>3.7 Techniques in preparation of fillings and spreads</p> <p>3.8 Guidelines for Creative presentation</p> <p>3.9 Techniques in to maintain consistency of appearance</p> <p>3.10 Food safety requirements for sandwiches</p> <p>3.11 Procedures and techniques for preparing a variety of sandwiches</p> <p>3.12 Identification of tools, equipment and utensils including proper use and maintenance</p> <p>3.13 Guidelines for</p>	<p>3.1 Technical skills to apply principles of sandwiches storage, using sanitary and hygienic safe work practices.</p> <p>3.2 Communication skills and interpersonal techniques sufficient to interact appropriately with colleagues and others in the workplace</p> <p>3.3 Literacy skills sufficient to interpret varied information related to sandwich storage requirements</p> <p>3.4 Numeracy skills to calculate the quantities of commodities and number of portions, and determine temperatures for storage.</p> <p>3.5 Problem-solving skills to evaluate quality of ingredients and finished sandwich preparation and make adjustments to deal with quality shortfalls in storage procedures</p> <p>3.6 Planning skills to efficiently sequence the stages of sandwich preparation and production.</p>

		productions of sandwiches 3.14 Guidelines for plating sandwiches 3.15 Proper use of service wares for plating sandwiches 3.16 Guidelines for use of garnishes 3.17 Knife skills 3.18 Safe food handling practices 3.18.1 Storage practices 3.18.2 Temperature <ul style="list-style-type: none"> <li>• FIFO</li> <li>• Proper label procedures</li> <li>• Use of proper containers and packaging for storage</li> </ul>	3.7 Self-management skills to manage own speed, timing and productivity 3.8 Critical thinking skills to rectify complex issues and make judgements and decisions 3.9 Organizational skills and teamwork sufficient to coordinate preparation, cooking and storage 3.10 Technology skills to use the main feature and function of digital tools and equipment to complete task and access information. 3.11 Artistic skill to present sandwiches with appealing qualities to meet customer expectations
4. Prepare and serve various cheeses	4.1 <b>Variety of cheeses</b> are identified 4.2 Cheeses are prepared for food service 4.3 Cheeses are presented with complementary garnishes and accompaniments  4.4 Cheeses are stored in correct storage practices to minimize wastage	4.1 Types and classification of cheeses 4.2 Basic principles and guidelines for preparing cheese for food service 4.3 Identification of tools, equipment and utensils including proper use and maintenance  4.4 Appropriate cheese accompaniments and garnishes 4.5 Fundamental principles of a cheese board 4.6 Safe food handling practices 4.6.1 Storage practices 4.6.2 Temperature	4.1 Technical skills to apply principles of storage, using sanitary and hygienic safe work practices. 4.2 Communication skills and interpersonal techniques sufficient to interact appropriately with colleagues and others in the workplace 4.3 Literacy skills sufficient to interpret varied information related to food storage requirements 4.4 Numeracy skills to calculate the quantities of commodities and number of portions, and determine

		<ul style="list-style-type: none"> <li>• FIFO</li> <li>• Proper label procedures</li> <li>• Use of proper containers and packaging for storage</li> </ul>	<p>temperatures for storage.</p> <p>4.5 Problem-solving skills to evaluate quality of ingredients and finished dishes and make adjustments to deal with quality shortfalls in storage procedures</p> <p>4.6 Planning skills to efficiently sequence the stages of food preparation and production.</p> <p>4.7 Self-management skills to manage own speed, timing and productivity</p> <p>4.8 Critical thinking skills to rectify complex issues and make judgements and decisions</p> <p>4.9 Organizational skills and teamwork sufficient to coordinate preparation, cooking and storage</p> <p>4.10 Technology skills to use the main feature and function of digital tools and equipment to complete task and access information.</p>
5. Prepare and serve a variety of charcuterie products	<p>5.1 A range of <b>charcuterie products</b> are prepared according to standard recipes</p> <p>5.2 <b>Appropriate ingredients</b> for the</p>	<p>5.1 Types and classification of charcuterie products</p> <p>5.2 Guidelines and principles for preparation of</p>	<p>5.1 Technical skills to apply principles of storage, using sanitary and hygienic safe work practices.</p> <p>5.2 Communication skills and</p>

	<p>production of charcuterie products are used.</p> <p>5.3 <b>Specialized equipment</b> for charcuterie are determined and used correctly and safely according to manufacturer's instruction and enterprise requirements.</p> <p>5.4 A wide range of charcuterie products are prepared and produced using appropriate techniques and cooking methods.</p> <p>5.5 Charcuterie products are presented attractively for various uses</p> <p>5.6 Charcuterie products are stored hygienically at correct environmental conditions to maintain freshness and quality</p>	<p>forcemeat</p> <p>5.3 Culinary Terms commonly used in the industry related to pates and terrines</p> <p>5.4 Methods of cookery</p> <p>5.5 Characteristics of ingredients for forcemeat</p> <p>5.6 Ratios and proportion of meat to fats</p> <p>5.7 Food safety guidelines for preparing forcemeat ingredients</p> <p>5.8 Appropriate use of binding agents</p> <p>5.9 Identification of tools, equipment and utensils including proper use and maintenance</p> <p>5.10 Guidelines and principles of presenting charcuterie products</p> <p>5.11 Safe food handling practices</p> <p>5.11.1 Storage practices</p> <p>5.11.2 Temperature</p> <ul style="list-style-type: none"> <li>• FIFO</li> <li>• Proper label Procedures</li> <li>• Use of proper containers and packaging for storage</li> </ul>	<p>interpersonal techniques sufficient to interact appropriately with colleagues and others in the workplace</p> <p>5.3 Literacy skills sufficient to interpret varied information related to food storage requirements</p> <p>5.4 Numeracy skills to calculate the quantities of commodities and number of portions, and determine temperatures for storage.</p> <p>5.5 Problem-solving skills to evaluate quality of ingredients and finished dishes and make adjustments to deal with quality shortfalls in storage procedures</p> <p>5.6 Planning skills to efficiently sequence the stages of food preparation and production.</p> <p>5.7 Self-management skills to manage own speed, timing and productivity</p> <p>5.8 Critical thinking skills to rectify complex issues and make judgements and decisions</p> <p>5.9 Organizational skills and teamwork sufficient to coordinate preparation, cooking and storage</p> <p>5.10 Technology skills to use the main feature and function of digital tools and equipment to</p>
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			complete task and access information.
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Food production requirements	<p>May include:</p> <p>1.1 Appetizers</p> <p>1.1.1 Cold Appetizers</p> <p>1.1.1.1 Cocktail Snacks</p> <p>1.1.1.1.1 Canapés</p> <p>1.1.1.1.2 Savories</p> <p>1.1.1.1.3 Dips</p> <p>1.1.1.2 Cocktails</p> <p>1.1.1.3 Shellfish Appetizers</p> <p>1.1.1.3.1 Fish Appetizers</p> <p>1.1.1.3.2 Caviar.</p> <p>1.1.1.3.3 Raw and Marinated Fish.</p> <p>1.1.1.3.4 Smoked fish.</p> <p>1.1.1.3.5 Fish Combinations.</p> <p>1.1.1.4 Meat and Poultry Appetizers</p> <p>1.1.1.4.1 Steak Tartare</p> <p>1.1.1.4.2 Carpaccio.</p> <p>1.1.1.5 Vegetable Appetizers</p> <p>1.1.1.5.1 Salads</p> <p>1.1.1.5.2 Relishes</p> <p>1.1.1.5.3 Cooked Vegetables</p> <p>1.1.1.6 Fruit Appetizers</p> <p>1.1.1.7 Charcuterie, Terrines, Galantines</p> <p>1.1.1.8 Cheese Platters</p> <p>1.1.2 Hot Appetizers</p> <p>1.1.2.1 Soups</p> <p>1.1.2.2 Soufflés</p> <p>1.1.2.3 Fritters/Beignets</p> <p>1.1.2.4 Croquettes</p> <p>1.1.2.5 Pastry and Dough Appetizers</p> <p>1.1.2.5.1 Bouchees/Patty shells</p> <p>1.1.2.5.2 Feuilletés/Puff pastry pillows</p> <p>1.1.2.5.3 Quiches</p> <p>1.1.2.5.4 Pizzettas</p> <p>1.1.2.6 Dough Wrapped Appetizers</p> <p>1.1.2.6.1 Rissoles/Turnovers</p> <p>1.1.2.6.2 Filo-wrapped items</p> <p>1.1.2.6.3 Egg Rolls/Spring Rolls</p> <p>1.1.2.7 Canapes/Toasts</p> <p>1.1.2.7.1 Bruschetta</p> <p>1.1.2.7.2 Crostini</p> <p>1.1.2.7.3 Croûtes</p> <p>1.1.2.8 Vegetables &amp; Mushroom Appetizers</p> <p>1.1.2.9 Starch Appetizers</p> <p>1.1.2.10 Egg Appetizers</p> <p>1.1.2.11 Meat and Poultry Appetizers</p> <p>1.1.2.11.1 Chicken Wings/Tenderloins</p> <p>1.1.2.11.2 Brochettes, Skewers or Kebobs</p>

VARIABLE	RANGE
	<ul style="list-style-type: none"> <li>1.1.2.11.3 Meatballs</li> <li>1.1.2.11.4 Rumaki</li> <li>1.2 Salads <ul style="list-style-type: none"> <li>1.2.1 Mixed/compound <ul style="list-style-type: none"> <li>1.2.1.1 Aida</li> <li>1.2.1.2 Bagatelle</li> <li>1.2.1.3 Cressoniere</li> <li>1.2.1.4 Paloise</li> <li>1.2.1.5 Lorette</li> <li>1.2.1.6 Provençale</li> <li>1.2.1.7 Saint Jean</li> </ul> </li> <li>1.2.2 Modern <ul style="list-style-type: none"> <li>1.2.2.1 Mesclun with Protein</li> <li>1.2.2.2 Cold Mixed Seafood</li> </ul> </li> <li>1.2.3 Asian <ul style="list-style-type: none"> <li>1.2.3.1 Pomelo salad</li> <li>1.2.3.2 Thai beef salad</li> <li>1.2.3.3 Glass Noodle salad</li> </ul> </li> </ul> </li> <li>1.3 Sandwiches <ul style="list-style-type: none"> <li>1.3.1 Bauru</li> <li>1.3.2 Chivito</li> <li>1.3.3 Falafel</li> <li>1.3.4 Gatsby</li> <li>1.3.5 Gyros</li> <li>1.3.6 Hoagie</li> <li>1.3.7 Panini</li> <li>1.3.8 Shawarma</li> <li>1.3.9 Wraps</li> <li>1.3.10 Banh mi</li> <li>1.3.11 Monte Cristo</li> <li>1.3.12 Pan Bagna</li> <li>1.3.13 Muffuletta</li> <li>1.3.14 Philly Cheesesteak</li> </ul> </li> <li>1.4 Various Cheeses: <ul style="list-style-type: none"> <li>1.4.1 Soft cheese</li> <li>1.4.2 Hard Cheese</li> <li>1.4.3 Unpasteurized cheese</li> <li>1.4.4 Aged</li> <li>1.4.5 Blue mold, white mold, white mold cheese variety</li> </ul> </li> <li>1.5 Charcuterie products: <ul style="list-style-type: none"> <li>1.5.1 Cured Meats <ul style="list-style-type: none"> <li>1.5.1.1 Ham</li> <li>1.5.1.2 Bacon</li> <li>1.5.1.3 Gravlax</li> </ul> </li> <li>1.5.2 Sausages <ul style="list-style-type: none"> <li>1.5.2.1 Fresh Sausages</li> <li>1.5.2.2 Cured Sausages</li> <li>1.5.2.3 Smoked Sausages</li> <li>1.5.2.4 Cooked Sausages</li> </ul> </li> <li>1.5.3 Foie Gras, Liver Terrines, Confit and Rillettes</li> <li>1.5.4 Patés</li> <li>1.5.5 Terrines</li> </ul> </li> </ul>

VARIABLE	RANGE
	1.5.6 Mousselines 1.5.7 Galantines, Ballotines and Roulades
2. Ingredients	May include: 5.1 Appetizers 2.1.1 Breads, Pastry and Dough 2.1.2 Dips 2.1.3 Spreads 2.1.4 Fish and Shellfish 2.1.5 Fish Appetizers 2.1.6 Meat and Poultry 2.1.7 Vegetable 2.1.8 Fruits 2.1.9 Charcuterie 2.1.10 Cheeses 2.1.11 Starch 2.1.12 Egg 5.2 Salads 2.2.1 Lettuce, mesclun 2.2.2 Tomatoes 2.2.3 Pulses 2.2.4 Cheeses 2.2.5 Onions 2.2.6 Fruit segments and slices 2.2.7 Cucumbers 2.2.8 Olives 2.2.9 Herbs and spices 2.2.10 Dried fruits and nuts 5.3 Salad dressings 2.3.1 Olive Oils, flavored oil 2.3.2 Mayonnaise 2.3.3 Herbs and spices 2.3.4 Vinegar (balsamic, distilled) 2.3.5 Mayonnaise 2.3.6 Cream 2.3.7 Egg 5.4 Sandwiches 2.4.1 Breads (sliced, buns, hoaggies) 2.4.2 Spreads 2.4.3 Fillings 2.4.4 Cheeses 2.4.5 Vegetables 2.4.6 Green leafy vegetables 2.4.7 Cold cuts 2.4.8 Ham, bacon 2.4.9 Egg 2.4.10 Mustard 2.4.11 Mayonnaise 2.4.12 Relishes 5.5 Charcuterie 2.5.1 meat, seafood 2.5.2 curing salt 2.5.3 sugar

VARIABLE	RANGE
	2.5.4 garlic 2.5.5 herbs and spices 2.5.6 binders (gelatins, panadas, phosphate, isolate) 2.5.7 hog casing (fresh, collagen) 2.5.8 String or twine 2.5.9 Seasonings 2.5.10 Fats 2.5.11 Aspic
3. Types of cheeses	May include: 5.1 Hard Cheese 3.1.1 Parmesan 3.1.2 Pecorino 3.1.3 Grana Padano 5.2 Soft Cheese 3.2.1 Cream cheese 3.2.2 Brie 3.2.3 Neufchatel 3.2.4 Ricotta 3.2.5 Mascarpone 5.3 Semi soft cheese 3.3.1 Havarti 3.3.2 Port Salut 3.3.3 Munster 5.4 Medium hard 3.4.1 Gouda 3.4.2 Emmenthal 3.4.3 Gruyere 3.4.4 Cantal 3.4.5 Edam
4. Equipment, tools, utensils	May include: 5.1 Charcuterie 4.1.1 Meat grinder/stuffer 4.1.2 Weighing scale 4.1.3 Hook Hangers 4.1.4 Steamers 4.1.5 Terrine mold 4.1.6 Slicer 4.1.7 Sausage nozzles 5.2 Salads, appetizers, sandwiches 4.2.1 Salad spinner 4.2.2 Squeeze bottles 4.2.3 Stainless bowls 4.2.4 Salad forks and spoons 4.2.5 Egg slicers 4.2.6 Knives and peelers 5.3 Cheese 4.3.1 Cheese knife 4.3.2 Platters 4.3.3 Cheeseboards
5. Types of breads	May relate to: 5.1 Whole wheat 5.2 White bread

VARIABLE	RANGE
	5.3 Ciabatta 5.4 Baguette 5.5 English muffins 5.6 Croissants 5.7 Pita, flat breads

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated knowledge of the varieties and characteristics of garde manger products and classifications, including classical and current trend, size, shapes, structure and assembly, according to industry and enterprise standards</p> <p>1.2 Demonstrated ingredient knowledge including quality aspects</p> <p>1.3 Demonstrated ability to safely and hygienically handle garde manger products</p> <p>1.4 Demonstrated knowledge of specific terminology related to garde manger products</p> <p>1.5 Prepared and presented a variety of garde manger products in its optimum quality</p> <p>1.6 Demonstrated artistic skills in preparation, decoration and display of garde manger product</p> <p>1.7 Demonstrated knowledge of appropriate portion control</p> <p>1.8 Stored a range of garde manger products according to enterprise standard requirement</p>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <p>2.1 Access to a fully-equipped operational commercial/institutional kitchen</p> <p>2.2 Access to actual workplace standards, procedures, policies, and guidelines</p> <p>2.3 Use of a variety of ingredients, including specialty and sustainable ingredients, to prepare a wide range of complex hot dishes.</p>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Direct observation of the candidate while preparing garde manger products</p> <p>3.2 Sampling of dishes prepared by the candidate</p> <p>3.3 Written or oral questions to test candidate's knowledge on preparing various specialty dishes and safety issues</p> <p>3.4 Interview to gain insight on discipline practiced</p> <p>3.5 Project and assignment work</p> <p>3.6 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</p>

**UNIT OF COMPETENCY :** DEVELOP AND MAINTAIN BEVERAGE AND WINE PRODUCT KNOWLEDGE

**UNIT CODE :** TRS512306

**UNIT DESCRIPTOR :** This unit deals with the skills and knowledge required to develop and maintain beverage and wine product knowledge in a range of settings within the in the hotel industries workplace context

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Obtain product information on non-alcoholic and alcoholic beverage products	1.1 General <b>information</b> on <b>beverage products</b> are researched 1.2 Beverage and wine product knowledge in line with job role and responsibilities are developed and maintained. 1.3 <b>Features</b> of specific food and beverages which have potential customer appeal are identified.	1.1 Sources of information for beverage products 1.2 Developing and maintaining beverage and wine product knowledge 1.3 Common features of customer preferences on beverages	1.1 Research skills to collect information on a range of food and beverage products 1.2 Organization skills to identify the most appropriate way to maintain food and beverage product knowledge 1.3 Technology skills to use computers for research
2. Develop beverage knowledge	2.1 Different types of non-alcoholic and alcoholic beverages are identified and differentiated. 2.2 Beverage quality and characteristics are determined. 2.3 Origins and production methods for different types of beverages are described. 2.4 Proper service of different beverages are explained.	2.1 Different types of non-alcoholic and alcoholic beverages 2.2 Characteristics of the different beverage and standards of quality 2.3 Origins and production methods for different types of beverages 2.4 Proper service of different beverages.	2.5 Technical skills to understand the different types of alcoholic and non-alcoholic beverages, their quality, characteristics, origin and production methods. 2.6 Communication skills to explain different information about beverages. 2.7 Literacy skills to read beverage labels and understand their proper service. 2.8 Critical thinking skills to evaluate quality of beverage products.
<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>

	<i>Italicized terms</i> are elaborated in the Range of Variables		
3. Develop wine knowledge	3.1 Different <b>wine styles</b> are identified and differentiated. 3.2 The <b>major grape varieties</b> used in wine production are identified and differentiated. 3.3 <b>Major wine producing countries</b> and the wines they produce are identified. 3.4 <b>Steps in basic wine production</b> are explained. 3.5 <b>Variations in grape growing and wine production techniques</b> are described. 3.6 Wine labels to identify and make assessment of wine contained within bottles are interpreted. 3.7 <b>Proper storage</b> of wine is explained	3.1 Different wine styles 3.2 Major grape varieties used in wine production 3.3 Major wine producing countries and the wines they produce 3.4 Steps in basic wine production 3.5 Variations in grape growing and wine production techniques. 3.6 Reading and interpreting wine labels 3.7 Proper storage for different types of wines.	3.1 Technical skills to understand the different types of wine, their quality, characteristics, origin and production methods. 3.2 Communication skills to explain different information about wines. 3.3 Literacy skills to read wine labels and understand their proper service.
4. Undertake sensory appraisal of wine	4.1 The <b>conditions for wine tasting</b> and appraisal are created. 4.2 Wines are evaluated by <b>sight, taste and smell</b> 4.3 <b>Wine quality and characteristics</b> are determined. 4.4 Major <b>wine faults</b> are identified.	4.1 Proper conditions for conducting wine tasting and appraisal. 4.2 Proper evaluation of wines by sight, taste and smell 4.3 Wine quality and characteristics. 4.4 Major wine faults.	4.1 Critical thinking skills to evaluate the quality of different kinds of wine products. 4.2 Organizing skills to create conditions to conduct wine tasting 4.3 Literacy skills to write tasting notes. 4.4 Communication skills to describe and explain the different wine quality and characteristics.
ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS



<p>5. Provide customers with relevant food and beverage product knowledge</p>	<p>5.1 Advice on suitable <b>combinations of foods and food and beverages</b>, are offered where appropriate</p> <p>5.2 Assistance are provided to customers on selection of food and beverage items.</p> <p>5.3 Customer questions in relation to menus and drink lists are responded courteously and authoritatively.</p>	<p>5.1 Principles of food and beverage pairing.</p> <p>5.2 Principles of suggestive selling and upselling.</p> <p>5.3 Responding to customer queries and menu knowledge</p>	<p>5.1 Technical skills to understand the different pairing combination for food, beverages and wine.</p> <p>5.2 Management skills to upsell and suggest proper combination of foods and beverages.</p> <p>5.3 Communication skills to respond to customer queries and provide accurate information</p> <p>5.4 Interpersonal skills to respond to internal and external customer requests that require product knowledge of food and beverages</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May be obtained from: 1.1 Trade magazines and feature newspaper articles 1.2 Food and beverage reference books 1.3 Recipes and menus 1.4 Internet 1.5 Tastings and other promotional activities 1.6 Trade shows, exhibitions, food and beverage festivals 1.7 Food and cooking demonstrations 1.8 Sales representatives 1.9 Customers 1.10 Chefs, cooks and other food service personnel
2. Beverage Products	May be required for: 2.1 Non-Alcoholic Beverages 2.1.1 Hot Beverages 2.1.1.1 Traditional teas 2.1.1.2 Specialty teas 2.1.1.3 Herbal teas 2.1.1.4 Specialty coffee 2.1.1.5 Special blends 2.1.1.6 Specialty chocolate 2.1.2 Cold Beverages 2.1.2.1 Shakes 2.1.2.2 Flavored milks 2.1.2.3 Smoothies 2.1.2.4 Iced chocolate/coffee 2.1.2.5 Juices 2.1.2.6 Water 2.1.2.7 Soft drinks 2.1.2.8 Non-alcoholic cocktails 2.2 Alcoholic Beverages 2.2.1 Wines 2.2.2 Spirits 2.2.2.1 Gin 2.2.2.2 Whiskey 2.2.2.3 Brandy 2.2.2.4 Rum 2.2.2.5 Vodka 2.2.3 Liqueurs 2.2.3.1 Absinthe 2.2.3.2 Amaretto 2.2.3.3 Anisette 2.2.3.4 B & B (Benedictine and Brandy) 2.2.3.5 Bailey's Irish 2.2.3.6 Benedictine 2.2.3.7 Blue Curacao

	<ul style="list-style-type: none"> <li>2.2.3.8 Chambord</li> <li>2.2.3.9 Chartreuse</li> <li>2.2.3.10 Cointreau</li> <li>2.2.3.11 Crème de Cacao</li> <li>2.2.3.12 Crème de Menthe</li> <li>2.2.3.13 Curacao</li> <li>2.2.3.14 Drambuie</li> <li>2.2.3.15 Frangelico</li> <li>2.2.3.16 Galliano</li> <li>2.2.3.17 Goldwasser</li> <li>2.2.3.18 Grand Marnier</li> <li>2.2.3.19 Kahlua</li> <li>2.2.3.20 Malibu</li> <li>2.2.3.21 Midori</li> <li>2.2.3.22 Noisette</li> <li>2.2.3.23 Ouzo</li> <li>2.2.3.24 Pernod</li> <li>2.2.3.25 Schnapps</li> <li>2.2.3.26 Southern Comfort</li> <li>2.2.3.27 Tia Maria</li> <li>2.2.3.28 Triple Sec</li> <li>2.2.4 Beers</li> <li>2.2.5 Cocktails</li> </ul>
3. Features	<p>Should relate to:</p> <ul style="list-style-type: none"> <li>3.1 The relationship between specific foods and beverages</li> <li>3.2 Knowledge of specific beverages, including characteristics, region of origin, expert opinions, vintages, value, cultural aspect</li> <li>3.3 Foods and wines sourced from the local area</li> <li>3.4 Enterprise menus, specials and trends.</li> </ul>
4. Wine styles	<p>Must include:</p> <ul style="list-style-type: none"> <li>4.1 Still reds and still whites</li> <li>4.2 Sparkling reds and sparkling whites</li> <li>4.3 Pink wines</li> <li>4.4 Fortified wines</li> <li>4.5 Rice wines</li> <li>4.6 Styles of wines distinctive to, or popular within, individual establishments and/or host countries</li> <li>4.7 Generic wines and varietals</li> </ul>
5. Major grape varieties	<p>Must include:</p> <ul style="list-style-type: none"> <li>5.1 Red, such as but not limited to Shiraz, Cabernet Sauvignon, Merlot, Pinot Noir</li> <li>5.2 White, such as but not limited to Chardonnay, Rhine Riesling, Semillon, Sauvignon Blanc, Chenin Blanc, Colombard</li> <li>5.3 Grape Varieties Distinctive to, or popular within, individual establishments and/or host countries</li> </ul>
6. Major wine producing country	<p>Must include:</p>

	<p>6.1 Australia, France (Including Bordeaux, Burgundy, Champagne), Germany, Italy, Portugal, New Zealand, Chile, South Africa, California, Bali</p> <p>6.2 Other countries and/or regions popular within individual establishments and/or host countries</p>
7. Steps in basic wine production	<p>Must include:</p> <p>7.1 The basic steps may be seen as, harvesting grapes, crushing, pressing, yeast addition, fermentation, clarification and stabilization, storage, bottling, bottle maturation</p> <p>7.2 Consideration of variations in winemaking including white wine, red wine, sparkling wine and fortified wine production techniques</p>
8. Variations in grape growing and wine production techniques	<p>May include:</p> <p>8.1 Impact of geographical location, soil, climate considering macro-/micro-climates</p> <p>8.2 Canopy and harvest management, rainfall and/or irrigation, fertilizers used</p> <p>8.3 Techniques such as maceration, cold fermentation, barrel fermentation, use of oak, ageing, malolactic fermentation, reduced alcohol wines and various viticulture techniques</p> <p>8.4 Alternative methods for the production of sparkling wines, including, méthode champenoise, transfer method, bulk method, injection method</p>
9. Proper Storage	<p>May refer to:</p> <p>9.1 Storage of red, white, sparkling and fortified wines under correct storage conditions</p> <p>9.2 Ensuring the security and presentation of all products</p> <p>9.3 Monitoring wine and bottle conditions during storage</p>
10. Conditions for wine tasting	<p>Must include:</p> <p>10.1 Preparation of suitable venue with necessary accoutrements such as glassware, corkscrews, spittoons, product information sheets, tasting notes, tasting and wine style criteria</p> <p>10.2 Assembly of appropriate wines</p>
11. Sight, taste and smell	<p>Must include:</p> <p>11.1 Swirling of wines, assessing clarity, describing color and its intensity and assessment of alcohol content by 'legs' (viscosity)</p> <p>11.2 Recognizing 'off' odors, describing smell characteristics and assessing wine age</p> <p>11.3 Recognized tasting and spitting techniques, recognizing acidity, sweetness, weight/body, length and faults</p> <p>11.4 Describing flavor intensity and assessing balance of the wine on the palate</p>

12. Wine quality and characteristics (wine evaluation)	<p>Must include:</p> <p>12.1 Comparison and rating of wines against set criteria</p> <p>12.2 Assessing acceptability of wines against identified preferences of target markets</p> <p>12.3 Consideration and evaluation of wine clarity, color, type, alcohol, aroma, flavor, sweetness, acidity, body, weight, mouth feel, tannin, balance and length</p> <p>12.4 Consideration of the suitability of wines for ageing/cellaring</p>
13. Wine faults	<p>Must include:</p> <p>13.1 Deposits, haze, tartrates, oxidation, cork taint and excessive Sulphur</p> <p>13.2 Visible problems with bottles, labels and corks before wines are opened</p>
14. Combinations of foods and food and beverages	<p>May relate to:</p> <p>14.1 Customer preferences</p> <p>14.2 Traditional combinations of foods and food and beverages</p> <p>14.3 Balance of textures, color and nutrition</p> <p>14.4 Cultural.</p> <p>14.5 Nominating suitable wine marriages for appetizers, entrees, main course dishes, including primary ingredients that include meat, such as beef, lamb, pork, and poultry, fish and seafood, pasta, wet dishes, salads, and cuisine dishes specific to the host country, hot and cold desserts, and cheese platters</p> <p>14.6 Nominated occasions, celebrations and special events</p>

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Obtained product information on non-alcoholic and alcoholic beverage products.</p> <p>1.2 Demonstrated ability to update and maintain current and relevant food and beverage product knowledge</p> <p>1.3 Demonstrated ability to provide and apply relevant food and beverage product knowledge to customers.</p> <p>1.4 Followed workplace safety practices and hygienic procedures in preparing complex dishes</p> <p>1.5 Communicated effectively with others to ensure effective work operation</p>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <p>2.1 Access to a fully-equipped operational commercial/institutional kitchen</p> <p>2.2 Access to actual workplace standards, procedures, policies, and guidelines</p> <p>2.3 Use of a variety of ingredients, including alcoholic and non-alcoholic beverages for evaluation.</p>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Direct observation of the candidate conducting beverage and wine tasting and evaluation</p> <p>3.2 Taste testing, identification and evaluation of a nominated range of beverages and wines including identification of nominated wine faults</p> <p>3.3 Written or oral questions to test candidate's knowledge of beverage products.</p> <p>3.4 Interview to gain insight on discipline practiced</p> <p>3.5 Project and assignment work</p> <p>3.6 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</p>

**UNIT OF COMPETENCY : PREPARE BAKERY PRODUCTS FOR PATISSERIE**

**UNIT CODE : TRS512307**

**UNIT DESCRIPTOR :** This unit describes the performance outcomes, skills and knowledge required by cooks, chefs and patissiers in a supervisor position to prepare, display and store a range of bakery products in a commercial food production environment.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Prepare a range of desserts, bakery and patisserie goods	1.1 Production/service of menu is <b>communicated with front of house staff</b> 1.2 <b>Special ingredients</b> and <b>sustainable ingredients</b> , if appropriate, are used and determined with accurately calculated quantities according to recipes and specifications. 1.3 Conditions of ingredients are ensured to maintain the freshness and quality. 1.4 <b>Tools and equipment</b> that are <b>environmentally friendly</b> are selected and used in accordance to menu requirements. 1.5 Work schedule and workflow plan are designed to maximize teamwork and efficiency. 1.6 A clear and complete <b>mise en place list</b> is prepared. 1.7 <b>Preparation techniques</b> for a variety of ingredients	1.1 Food Production and Service requirements 1.2 Culinary terms and trade names for special and sustainable ingredients including market forms. 1.3 Recipe quantification and costing 1.4 Quality assurance for complex and specialty ingredients 1.5 Identification of tools and equipment, including proper use and maintenance 1.6 Principles of workflow planning and work scheduling 1.7 Principles of mise-en-place preparation 1.8 Preparation methods for a variety of complex and specialty ingredients	1.1 Technical skills to apply principles of food preparation, and sanitary, hygienic and safe work practices. 1.2 Communication skills and interpersonal techniques sufficient to interact appropriately with colleagues and others in the workplace 1.3 Literacy skills sufficient to interpret varied information related to food preparation lists and standard recipes to determine food preparation requirements. 1.4 Numeracy skills to calculate the quantities of commodities and number of portions, and determine cooking times and temperatures for bulk cooking operations. 1.5 Problem-solving skills to evaluate

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>are identified according to enterprise standards and recipe requirements.</p> <p>1.8 Appropriate purchasing, receiving, and storing procedures are established and correctly observed.</p> <p>1.9 Trimmings and wastage are minimized through appropriate preparation and handling.</p> <p>1.10 <b>Thawing</b> of frozen items are maintained in accordance to enterprise standards.</p> <p>1.11 Selection of <b>desserts, bakery and patisserie products</b> are prepared using a variety of <b>baking techniques</b> and <b>complex techniques</b> appropriate for the dishes selected.</p> <p>1.12 Bakery and patisserie products are prepared to desired <b>product characteristics</b>, and baked to <b>enterprise requirements and standards</b> in a logical manner and within industry realistic time frame.</p> <p>1.13 <b>Sweet sauces, filling, coating/icings, decorations/garnishes and accompaniments</b></p>	<p>1.9 Purchasing, receiving and storage procedures for complex and specialty ingredients.</p> <p>1.10 Waste minimization and trimming utilization techniques</p> <p>1.11 Sanitary Thawing condition for frozen food and ingredients</p> <p>1.12 Principles of basic and modern cooking techniques</p> <p>1.13 Current trends in the preparation of complex hot dishes</p> <p>1.14 Varieties of complex hot dishes</p> <p>1.15 Details and Characteristics of the varieties of complex hot dishes</p> <p>1.16 Industry standards and timeframe in preparing complex dishes</p> <p>1.17 Appropriate quality indicators and standards for bakery and patisserie products.</p> <p>1.18 Principles of sauce making</p> <p>1.19 Principles of food and flavor pairing.</p> <p>1.20 Principles of menu planning</p> <p>1.21 Garnish preparation and selection techniques.</p> <p>1.22 HACCP Standards in workplace safety, sanitation and hygiene</p>	<p>quality of ingredients and finished dishes and make adjustments to deal with quality shortfalls in bulk cooking.</p> <p>1.6 Planning skills to efficiently sequence the stages of food preparation and production.</p> <p>1.7 Self-management skills to manage own speed, timing and productivity</p> <p>1.8 Artistic skills to create visually appealing dishes with complementary sauces, garnishes and accompaniments</p> <p>1.9 Critical thinking skills to rectify complex issues and make judgements and decisions about those issues.</p> <p>1.10 Organizational skills and teamwork sufficient to coordinate bulk cooking.</p> <p>1.11 Technology skills to use the main features and functions of digital tools and equipment to complete work tasks and access information.</p>



ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>appropriate for the bakery and patisserie products are prepared.</p> <p>1.14 Workplace and food safety, sanitation and hygiene in accordance with HACCP standards are applied.</p> <p>1.15 Desserts, bakery and patisserie products are kept at required storage or holding temperatures to maintain quality and freshness prior to service.</p>	<p>1.23 Proper storage and holding guidelines for complex hot dishes</p>	
<p>2. Present a range of complex desserts, bakery and patisserie goods</p>	<p>2.1 A variety of desserts, bakery and patisserie products are presented according to <b>plating and presentation requirement</b> including <b>ways of serving</b>.</p> <p>2.2 Appropriate <b>service equipment</b> are selected to suite the type and style of presentation for bakery and patisserie goods.</p> <p>2.3 Desserts, bakery and patisserie products are portioned according to required service requirements and enterprise standards.</p> <p>2.4 Dishes are presented hygienically, logically and sequentially within required timeframe</p> <p>2.5 Dishes are evaluated and visually adjusted for presentation.</p>	<p>2.1 Principles of classical and modern plating presentation</p> <p>2.2 Different Service Styles</p> <p>2.3 Guidelines in plate selection and presentation</p> <p>2.4 Proper portion size and portioning allocation based on service styles</p> <p>2.5 Proper sequence of menu service</p> <p>2.6 Criteria for product and presentation evaluation</p>	<p>2.1 Technical skills to apply principles plating presentation, and sanitary, hygienic and safe work practices.</p> <p>2.2 Numeracy skills to calculate the proper portions for bulk cooking operations.</p> <p>2.3 Problem-solving skills to evaluate quality of finished dishes and deal with quality shortfalls in bulk cooking.</p> <p>2.4 Planning skills to efficiently sequence the stages of food production.</p> <p>2.5 Self-management skills to manage own speed, timing and productivity</p> <p>2.6 Artistic skills to create visually appealing dishes with complementary sauces, garnishes and accompaniments</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Store bakery and patisserie goods	<p>3.1 Desserts, bakery and patisserie products items are stored at <b>correct temperature and conditions of storage.</b></p> <p>3.1 Suitable <b>eco-friendly packaging</b> are selected and used to preserve taste, appearance and quality</p> <p>3.2 Food items are stored in appropriate containers and are <b>properly labeled</b> according to sanitation and safety standards and FIFO procedures.</p> <p>3.3 Storage conditions are ensured to maintain freshness and quality.</p> <p>3.4 Economic viability of preparation and holding quantities are ensured.</p>	<p>3.1 Storage principles for different dessert products</p> <p>3.2 Standards of packaging for desserts</p> <p>3.3 Suitable containers for storing food</p> <p>3.4 Labelling requirements for storing food for foodservice</p> <p>3.5 Conditions for storage of food</p> <p>3.6 Proper calculation of food for future use</p>	<p>3.1 Technical skills to apply principles of sanitary, hygienic and safe work practices.</p> <p>3.2 Literacy skills sufficient to prepare labels for storing food.</p> <p>3.3 Numeracy skills to determine cooking requirements for future use.</p> <p>3.4 Problem-solving skills to evaluate and deal with proper storage conditions and ensure quality.</p> <p>3.5 Critical thinking skills to rectify complex issues and make judgements and decisions about those issues.</p> <p>3.6 Technology skills to use the main features and functions of storage equipment.</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Communicated with front of house staff	May include: 1.1 Pre-serving briefing 1.2 Cooking timelines 1.3 Portion quantities 1.4 Specific dietary needs 1.5 Service styles
2. Special ingredients	May include: 2.1 Flour, grains and meals 2.2 Sugars, syrup and other sweeteners 2.3 Fruits 2.4 Nuts, seeds 2.5 Eggs 2.6 Thickeners, gelling agents, starches 2.7 Dairy products (Milk, cream) 2.8 Cheeses 2.9 Oils, shortenings, and other fats 2.10 Chocolates 2.11 Leaveners 2.12 Flavorings, essences, herbs and spices 2.13 Organic produce, grains, flour, and flour products 2.14 Free range eggs 2.15 Specialist bakery ingredients 2.16 Preserved and freeze dried fruits 2.17 Exotic fruits 2.18 Heirloom flour and grains 2.19 Natural pre-ferments such as levain, biga and poolish 2.20 Commodities from ethnic cuisines and cultural traditions 2.21 Aquatic plants, such as seaweeds 2.22 Specialist cheeses and dairy products 2.23 Specialist chocolates and chocolate products 2.24 Dry ice and liquid nitrogen 2.25 Bush foods and native ingredients
3. Sustainable ingredients	Refers to ingredients that are produced and transported in a way that help to: 3.1 Limit global warming 3.2 Protect biodiversity and ecosystems 3.3 Respect natural resources and living world 3.4 Ensure fair and sufficient compensation as well as decent working conditions
4. Tools and equipment	May include: 4.1 Acetate sheets 4.2 Anti-Griddle 4.3 Blast chillers and freezers 4.4 Blow torch

VARIABLE	RANGE
	4.5 Chocolate molds 4.6 Decorating combs and piping tips 4.7 Deep fryer/ pressure fryer 4.8 Dehydrators 4.9 Digital scales 4.10 Drum sieve and strainers 4.11 Electric, gas or induction stoves 4.12 Food processors, mixer, mincer, bowl choppers 4.13 Food storage containers 4.14 Hand tools and utensils 4.15 Ice cream and gelato machines 4.16 Ice shavers 4.17 Immersion blender 4.18 Juicers 4.19 Microwave oven 4.20 Oven, conveyer oven and combination ovens 4.21 Plastic syringe and tubing 4.22 Pots and Pans 4.23 Ring molds 4.24 Salamander or Broiler 4.25 Silicone molds 4.26 Smokers 4.27 Sous vide immersion circulators 4.28 Sous vide water bath containers 4.29 Stand mixers 4.30 Steamers (pressure, atmospheric, and fish kettle) 4.31 Toaster 4.32 Vacuum packing machines 4.33 Whipping siphons
5. Environmentally Friendly	May refer to tools and equipment that: 5.1 Minimize generation of wastage and emissions in all environmental media (air, soil, water) 5.2 Reduces usage of non-renewable resources, particularly by means of efficient use of energy using other natural resources (solar, wind, biomass, geothermal and biofuel) 5.3 Energy saving
6. Mise en place list	May include: 6.1 Tools and equipment 6.2 Prepared specialty sauces 6.3 Puree of fruits, vegetables, meats 6.4 Herbs and spices 6.5 Vegetables, fruits 6.6 Nuts, pulses, grains 6.7 Bakery ingredients
7. Preparation Techniques	May include: 7.1 Mixing 7.2 Proofing

VARIABLE	RANGE
	7.3 Stuffing 7.4 Rolling 7.5 Marinating 7.6 Steeping
8. Thawing	May include: 8.1 Refrigerator 8.2 Running water 8.3 Microwave oven
9. Desserts, Bakery and Patisserie products	May include: 9.1 Savory and sweet breakfast items 9.2 Specialty breakfast items 9.3 Lunch and dinner rolls 9.4 Sweet yeast dough 9.5 Quick breads 9.6 Cookies 9.7 Festive baking, specific to cultural feasts and celebrations 9.8 Health and diet specific items, e.g. Gluten free, fat free 9.9 Bread dough, including white, whole meal, whole grain and rye 9.10 Shaped dough, including rolls, loaves and knots 9.11 Yeast raised pastries, such as Danish, croissant, brioche, küchen, babas and savarins 9.12 Short and sweet paste, including flans, tarts, fruit tartlets and quiche 9.13 Scotch shortbread, including Viennese wafers, Linzer and other slices, and savoury and sweet pies. 9.14 Choux paste, including éclairs, profiteroles, croquembouche and Saint Honoré 9.15 Puff pastry, including mille feuille, palmiers, bouchées, cream, croissants, cream horns and pithiviers 9.16 Filo/strudel 9.17 Cakes, Gateaux, Torten and Entremet 9.18 Health and diet specific items (gluten free, sugar free) 9.19 Festive baking, specific to feasts and celebration 9.20 Hot desserts 9.20.1 Soufflés 9.20.2 Puddings 9.20.3 Pies 9.20.4 Custards 9.20.5 Rice 9.20.6 Crepes and Pancakes 9.20.7 Omelets 9.20.8 Fritters/Beignets

VARIABLE	RANGE
	<ul style="list-style-type: none"> <li>9.20.9 Fruits</li> <li>9.21 Cold desserts <ul style="list-style-type: none"> <li>9.21.1 Tarts</li> <li>9.21.2 Flans</li> <li>9.21.3 Soufflés</li> <li>9.21.4 Bavarois</li> <li>9.21.5 Mousses</li> <li>9.21.6 Fruits</li> <li>9.21.7 Charlotte</li> <li>9.21.8 Condé</li> <li>9.21.9 Crème caramel</li> <li>9.21.10 Fool</li> <li>9.21.11 Terrine</li> </ul> </li> <li>9.22 Frozen Desserts <ul style="list-style-type: none"> <li>9.22.1 Ice creams</li> <li>9.22.2 Parfaits</li> <li>9.22.3 Sundaes or Coupes</li> <li>9.22.4 Bombes</li> <li>9.22.5 Sorbets and Sherbets</li> <li>9.22.6 Semifreddo</li> <li>9.22.7 Gelato</li> <li>9.22.8 Fruits</li> <li>9.22.9 Granita</li> <li>9.22.10 Frozen Yogurt</li> <li>9.22.11 Frozem Mousses</li> <li>9.22.12 Frozen Soufflés</li> </ul> </li> </ul>
10. Baking Techniques	<p>May include:</p> <ul style="list-style-type: none"> <li>10.1 Scaling ingredients</li> <li>10.2 Chilling ingredients and work surfaces</li> <li>10.3 Preparing and using types of yeast</li> <li>10.4 Mixing Techniques: <ul style="list-style-type: none"> <li>10.4.1 Beating</li> <li>10.4.2 Whisking</li> <li>10.4.3 Folding</li> <li>10.4.4 Rolling</li> <li>10.4.5 Creaming</li> <li>10.4.6 Kneading</li> </ul> </li> <li>10.5 Laminating</li> <li>10.6 Incorporating fat.</li> <li>10.7 Make up</li> <li>10.8 Proofing</li> <li>10.9 Cutting, shaping, moulding and panning</li> <li>10.10 Baking</li> <li>10.11 Preparing and using appropriate fillings and pre-bake finishes and decorations</li> <li>10.12 Altitude Adjustments</li> </ul>
11. Complex Techniques	<p>May include:</p> <ul style="list-style-type: none"> <li>11.1 Modern flavor combinations</li> </ul>

VARIABLE	RANGE
	11.2 Sous vide 11.3 Emulsifying, Foams, Gels and Spherification 11.4 Blast Chilling and Freezing 11.5 Dehydrating 11.6 Pickling
12. Sweet Sauces	May include: 12.1 Sugar syrups 12.2 Fruit syrups 12.3 Fruit purées, sauces and coulis 12.4 Chocolate-based sauces 12.5 Sabayon and zabaglione 12.6 Custards and cremes 12.7 Flavored butters and creams. 12.8 Caramel and Butterscotch 12.9 Starch thickened sauces
13. Filling, coating/icings and decorations/garnishes	May include: 13.1 Fillings/Coating/Icings 13.1.1 Chocolate 13.1.2 Creams such as wine cream and cheese cream 13.1.3 Glazes 13.1.4 Icings 13.1.5 Fruit sauces 13.1.6 Nuts and dried fruits 13.1.7 Jams 13.1.8 Mousses 13.1.9 Custards 13.1.10 Jellies 13.1.11 Meringue 13.1.12 Ganache 13.1.13 Savory fillings such as bacon, ham and cheese 13.1.14 Ready-made and pre-mixed 13.2 Garnish 13.2.1 Fresh, preserved, glazed or crystallized fruits 13.2.2 Biscuits 13.2.3 Herbs and edible flowers 13.2.4 Cocoa Powder 13.2.5 Chocolate motifs 13.2.6 Chocolate curls 13.2.7 Creams 13.2.8 Croquant 13.2.9 Glazes 13.2.10 Icing Sugar 13.2.11 Roasted nut slivers 13.2.12 Tuile 13.2.13 Spun sugar

VARIABLE	RANGE
	13.2.14 Pulled sugar 13.2.15 Brandy snaps 13.2.16 Pralines 13.2.17 Nuts, seeds and dried fruits 13.2.18 Jams 13.2.19 Meringue 13.2.20 Ganache 13.2.21 Flavored and colored sugar 13.3 Accompaniments 13.3.1 Crème Chantilly 13.3.2 Ice Cream 13.3.3 Macaron
14. Heating Procedures	May include: 14.1 Microwave 14.2 Stove/range
15. Plating and presentation requirement	May include: 15.1 Appeal 15.2 Color and contrast 15.3 Temperature of food and service 15.4 Equipment 15.5 Classical and innovative arrangement styles
16. Ways of serving	May include: 16.1 Portions 16.2 Whole 16.3 Bite Size Pieces 16.4 In Glass
17. Service equipment	May include: 17.1 Baskets 17.2 Ceramics 17.3 Glass 17.4 Crystal 17.5 Mirrors 17.6 Trays 17.7 Croquant stands 17.8 Sugar work stands 17.9 Chocolate stands 17.10 Display cabinets
18. Temperature and conditions of storage	May include: 18.1 Consideration of temperature, light and air exposure 18.2 Away from strong odors 18.3 Appropriate containers 18.4 Labelling 18.5 Cool room temperature 18.6 Cool room placement 18.7 Length of time in cool storage 18.8 Freezer temperature 18.9 Length of time in freezer storage. 18.10 Use of airtight containers



VARIABLE	RANGE
	18.11 Display cabinets, including temperature-controlled cabinets to cool or warm
19. Eco-friendly packaging	<p>May refer to packaging that are produced to improve ecological and environmental impacts using the following methods:</p> <ul style="list-style-type: none"> <li>19.1 Lightweighting</li> <li>19.2 Recycled materials</li> <li>19.3 Biodegradable plastics</li> <li>19.4 Post-consumer recycled materials</li> <li>19.5 Natural packaging</li> <li>19.6 Reusable materials</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated knowledge of the varieties and characteristics of bakery classifications, including classical and current trend, size, shapes, structure and assembly, according to industry and enterprise standards</p> <p>1.2 Demonstrated ingredient knowledge including quality aspects</p> <p>1.3 Demonstrated ability to safely and hygienically handle bakery products</p> <p>1.4 Demonstrated knowledge of specific terminology related to bakery products</p> <p>1.5 Prepared and presented a variety of bakery products in its optimum quality</p> <p>1.6 Demonstrated artistic skills in preparation, decoration and display of bakery product</p> <p>1.7 Demonstrated knowledge of appropriate portion control</p> <p>1.8 Stored a range of bakery products according to enterprise standard requirement</p>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <p>2.1 Access to a fully-equipped operational commercial/institutional kitchen</p> <p>2.2 Access to actual workplace standards, procedures, policies, and guidelines</p> <p>2.3 Use of a variety of ingredients, including equipment, service utensils for presentation and evaluation.</p> <p>2.4</p>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Direct observation of the candidate while baking bakery products</p> <p>3.2 Written or oral questions to test knowledge of candidate's on procedures</p> <p>3.3 Interview to gain insight on discipline practiced</p> <p>3.4 Project and assignment work</p> <p>3.5 Review portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</p>

**UNIT OF COMPETENCY :** PLAN AND ORGANIZE BULK COOKING OPERATIONS FOR A BUFFET SERVICE

**UNIT CODE :** TRS512308

**UNIT DESCRIPTOR :** This unit covers the skills and knowledge required to plan and organize bulk cooking operations for buffet service which focuses on the overall planning, preparation and display of food items in a commercial food production environment.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan and design kitchen operations for bulk cooking	1.1 <b>Buffet concept</b> is designed according to enterprise and customers requirement 1.2 <b>Menu, layout, display and presentation of buffet</b> is determined. 1.3 Food items are selected according to <b>season, budget, occasion</b> and customer specific requirement 1.4 Quantities and <b>food cost components</b> are calculated and requested 1.5 A work schedule and <b>work flow plan</b> is designed to maximize time and temperature considerations, teamwork and efficiency, minimize spoilage, and other food safety risks	1.1 Characteristics of different types of food production system 1.2 Culinary terminologies used in the industry related to food production system 1.3 Current trends in menu design, cooking procedures and modern equipment 1.4 Basic and current trends in buffet presentation using: <ul style="list-style-type: none"> <li>• Tools &amp; utensils</li> <li>• Equipment</li> <li>• Buffet table presentation</li> <li>• Buffet layout</li> <li>• Menu composition</li> </ul> 1.5 Menu Development <ul style="list-style-type: none"> <li>1.5.1 Principles of Nutrition and Dietary Concerns</li> <li>1.5.2 Market trends in terms of               <ul style="list-style-type: none"> <li>• Prices</li> <li>• Seasonality of products/ ingredients</li> <li>• Venue and occasion</li> </ul> </li> </ul>	1.1 Organizational skills to schedule efficient workflow and coordinate bulk cooking 1.2 Problem solving skills to deal with breakdowns in systems or equipment 1.4 Communication skills to liaise with customers and team members, clarify requirements, provide information, and listen to and to interpret information. 1.5 Numeracy skills to calculate quantities of ingredients required for bulk cooking operations 1.6 Literacy skills to read menus, recipes, task sheets, and prepare reports on different bulk cooking systems 1.7 Active learning skill to understand the implications of new information for both current and future problem-solving and

		<p>1.6 Culinary Math for Bulk Cooking operations</p> <ul style="list-style-type: none"> <li>• Costing</li> <li>• Yield testing</li> <li>• Portion control</li> </ul> <p>1.7 Methods of quantification and conversion</p> <p>1.8 Ratios and proportion</p> <p>1.9 Basic principles of planning and scheduling</p> <p>1.10 Wastage percentage</p> <p>1.11 HACCP control procedures in food production</p>	<p>decision making</p> <p>1.8 Critical thinking to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems</p> <p>1.9 Coordination skills to adjust actions in relation to others' actions</p> <p>1.10 Management skills to make judgement and decisions regarding relative cost and benefits of potential actions and choose appropriate one</p> <p>1.11 Problem solving skills to identify complex problems and review related information to develop and evaluate options and implement solutions</p> <p>1.12 Analytical skills to identify and solve complex problems and review related information to develop and evaluate options and implement solution</p>
2. Organize production for bulk cooking operations	<p>2.1 Preparation and service of orders for relevant section of the kitchen is organized</p> <p>2.2 The sequence of dishes are controlled to enable smooth service flow and to minimize delays and risk to food safety concerns</p> <p>2.3 <b>Quality control</b> is exercised at all stages of preparation and cooking to ensure presentation, design,</p>	<p>2.1 HACCP control procedures in food production</p> <ul style="list-style-type: none"> <li>• Implementation of HCCAP system</li> </ul> <p>2.2 Flowchart system</p> <ul style="list-style-type: none"> <li>• Receiving and storing</li> <li>• Preparing</li> <li>• Cooking</li> <li>• Holding Serving</li> </ul> <p>2.3 Key points on serving safe foods</p>	<p>2. 1 Organizational skills to schedule efficient workflow and coordinate bulk cooking</p> <p>2.2 Problem solving skills to deal with breakdowns in systems or equipment</p> <p>2.3 Communication skills to liaise with customers and team members, clarify requirements, provide information,</p>

	<p>eye appeal and portion size of menu items meets enterprise standards</p> <p>2.4 <b>Portion control</b> to minimize wastage and maximize profits are applied</p> <p>2.5 Preparations and conduct of buffet service are liaised with <b>relevant people</b></p>	<ul style="list-style-type: none"> <li>• Laws relating to Occupational Health and safety (OSHA)</li> <li>• HACCP Monitoring Procedures</li> <li>• High risk Methods of preparation</li> </ul> <p>2.4 Basic and fundamental techniques in fabrication of:</p> <ul style="list-style-type: none"> <li>• Meat</li> <li>• Poultry</li> <li>• Fish</li> <li>• Shellfish</li> <li>• Vegetables</li> <li>• Starches</li> <li>• Sauces</li> </ul> <p>2.5 Fundamentals of Cookery</p> <p>2.6 Policies and procedures for planning functions and events according to enterprise standards</p> <p>2.7 Food service buffet techniques, service and presentations</p>	<p>and listen to and to interpret information.</p> <p>2.4 Numeracy skills to calculate quantities of ingredients required for bulk cooking operations</p> <p>2.5 Literacy skills to read and comprehend menus, recipes, task sheets, and prepare reports on different bulk cooking systems</p> <p>2.6 Active learning skill to understand the implications of new information for both current and future problem-solving and decision making</p> <p>2.7 Critical thinking to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems</p> <p>2.8 Coordination skills to adjust actions in relation to others' actions</p> <p>2.9 Management skills to make judgement and decisions regarding relative cost and benefits of potential actions and choose appropriate one</p> <p>2.10 Problem solving skills to identify complex problems and review related information to develop and evaluate options and implement solutions</p> <p>2.11 Analytical skills to identify and solve complex problems</p>
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			and review related information to develop and evaluate options and implement solution
3. Select systems for bulk cooking operations	<p>3.1 A <b>food safe production system</b> for bulk cooking operations is determined</p> <p>3.2 Appropriate equipment is identified to assist production and cooking operation</p>	<p>3.1 Basic food sanitation for bulk cooking operation</p> <ul style="list-style-type: none"> <li>• Fundamentals of Microbiology</li> <li>• Food-borne illnesses</li> <li>• Protection against bacteria</li> <li>• Personal hygiene</li> </ul> <p>3.2 Basic use and identification of production equipment and maintenance</p>	<p>3.1 Organizational skills to schedule efficient workflow and coordinate bulk cooking</p> <p>3.2 Problem solving skills to deal with breakdowns in systems or equipment</p> <p>3.3 Communication skills to liaise with customers and team members, clarify requirements, provide information, and listen to and to interpret information.</p> <p>3.4 Numeracy skills to calculate quantities of ingredients required for bulk cooking operations</p> <p>3.5 Literacy skills to read menus, recipes, task sheets, and prepare reports on different bulk cooking systems</p> <p>3.6 Active learning skill to understand the implications of new information for both current and future problem-solving and decision making</p> <p>3.7 Critical thinking to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems</p> <p>3.8 Coordination skills to</p>

			<p>adjust actions in relation to others' actions</p> <p>3.9 Management skills to make judgement and decisions regarding relative cost and benefits of potential actions and choose appropriate one</p> <p>3.10 Problem solving skills to identify complex problems and review related information to develop and evaluate options and implement solutions</p> <p>3.11 Analytical skills to identify and solve complex problems and review related information to develop and evaluate options and implement solution</p>
<p>4. Use preparation and cooking techniques appropriate for bulk cooking system</p>	<p>4.1 Menu items are selected according to compatibility with the system</p> <p>4.2 Recipes are prepared and served according to the type of food service system</p> <p>4.3 Food is prepared using <b>safe methods of preparation</b> to enhance nutritional value in terms of quality and structure</p>	<p>4.1 Culinary terms and trades names for</p> <ul style="list-style-type: none"> <li>• Ingredients commonly used to produced buffet items</li> <li>• Variety of classical, and current food trends for buffet items</li> </ul> <p>4.2 Mis en place and food safety requirement for production and presentation of food for buffet</p> <p>4.3 Food safety procedures for preparation, cooking and presenting</p> <p>4.3.1 Basic Principles of Nutrition</p>	<p>4. 1 Organizational skills to schedule efficient workflow and coordinate bulk cooking</p> <p>4.2 Problem solving skills to deal with breakdowns in systems or equipment</p> <p>4.3 Communication skills to liaise with customers and team members, clarify requirements, provide information, and listen to and to interpret information.</p> <p>4.4 Numeracy skills to to calculate quantities of ingredients required for bulk cooking operations</p> <p>4.6 Literacy skills to read menus, recipes task sheets, and prepare reports on</p>

			<p>different bulk cooking systems</p> <p>4.7 Active learning skill to understand the implications of new information for both current and future problem-solving and decision making</p> <p>4.8 Critical thinking to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems</p> <p>4.9 Coordination skills to adjust actions in relation to others' actions</p> <p>4.10 Management skills to make judgement and decisions regarding relative cost and benefits of potential actions and choose appropriate one</p> <p>4.11 Problem solving skills to identify complex problems and review related information to develop and evaluate options and implement solutions</p> <p>4.12 Analytical skills to identify and solve complex problems and review related information to develop and evaluate options and implement solution</p>
5. Present and store food items for buffet service	<p>5.1 Food items are displayed with artistry to create customer appeal</p> <p>5.2 <b>Garnishes and accompaniments</b> are</p>	<p>5.1 Presentation techniques for food items that comprises a buffet</p> <p>5.2 Current trends in preparation of</p>	<p>5.1 Organizational skills to schedule efficient workflow and coordinate bulk cooking</p> <p>5.2 Problem solving</p>



	<p>used to enhance taste and appeal.</p> <p>5.3 Buffet service is supervised to ensure food items are replenished and remains neat and attractive.</p> <p>5.4 Appropriate service equipment, service wares and linens to display dishes and decoration are selected for <b>presentation</b></p> <p>5.5 Tables and service points are determined according to requirements, occasion and safe customer and staff accessibility</p> <p>5.6 Buffet items are <b>stored at a safe temperature</b>, hygienically and correctly in <b>correct containers and labeled</b> and in <b>correct conditions</b>.</p>	<p>garnishes and accompaniments</p> <ul style="list-style-type: none"> <li>• Basic Knife skills and cuts</li> <li>• Vegetable and fruit carving techniques</li> </ul> <p>5.3 Principles of food service delivery</p> <ul style="list-style-type: none"> <li>• Standard Procedures for refilling and presentation</li> <li>• Equipment and utensils for buffet service</li> </ul> <p>5.4 Principles of buffet setting for variety of events and functions</p> <ul style="list-style-type: none"> <li>• Organizational structure of staff for buffet service</li> </ul> <p>5.5 Food safety for storage of cooked food items</p>	<p>skills to deal with breakdowns in systems or equipment</p> <p>5.3 Communication skills to liaise with customers and team members, clarify requirements, provide information, and listen to and to interpret information.</p> <p>5.4 Numeracy skills to calculate quantities of ingredients required for bulk cooking operations</p> <p>5.5 Literacy skills to read menus, recipes task sheets, and prepare reports on different bulk cooking systems</p> <p>5.6 Active learning skill to understand the implications of new information for both current and future problem-solving and decision making</p> <p>5.7 Critical thinking to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems</p> <p>5.8 Coordination skills to adjust actions in relation to others' actions</p> <p>5.9 Management skills to make judgement and decisions regarding relative cost and benefits of potential actions and choose appropriate one</p> <p>5.10 Problem solving skills to identify</p>
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			<p>complex problems and review related information to develop and evaluate options and implement solutions</p> <p>5.11 Analytical skills to identify and solve complex problems and review related information to develop and evaluate options and implement solution</p> <p>5.12 Artistic skills to present buffet dishes attractively to enhance appeal</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Buffet Concept	May relate to: 1.1 Breakfast 1.2 Brunch 1.3 Lunch 1.4 Snacks (AM, PM) 1.5 Dinner 1.6 Cocktail 1.7 Tea party 1.8 Manned buffet 1.9 Hot or cold buffet 1.10 Sweet and savory
2. Menu, layout, display, presentation	May relate to: 2.1 Types of menu 2.1.1 Static 2.1.2 Cycle 2.1.3 Ala carte 2.1.4 Table d'hote 2.2 Layout 2.2.1 Stations 2.2.2 Two way buffet 2.2.3 Service style/flow 2.2.4 Room set up 2.2.5 Number of guest 2.2.6 Number of dishes 2.2.7 Time period 2.3 Display 2.3.1 Visual – actual cooking station 2.3.2 Open kitchen 2.3.3 Standard buffet setting 2.4 Presentation 2.4.1 Assisted/Controlled 2.4.2 Free Flowing
3. Season, budget, occasion	May relate to: 3.1 Season 3.1.1 Holiday season 3.1.2 Rainy Season 3.1.3 Summer 3.1.4 Lenten season 3.2 Budget 3.2.1 Packages 3.2.2 Per person 3.2.3 Per table 3.2.4 Per number dishes 3.3 Occasion 3.3.1 Anniversary 3.3.2 Wedding

VARIABLE	RANGE
	3.3.3 Baptismal 3.3.4 Children's party 3.3.5 Graduation
4. Food cost component	May relate to: 4.1 Portion control 4.2 Standard recipes 4.3 Service style
5. Work flow plan	May include: 5.1 Menu planning 5.2 Recipe Development 5.3 Purchasing 5.4 Receiving 5.5 Storing 5.6 Preparing/cooking 5.7 Serving/holding 5.8 Cooling 5.9 Reheating
6. Quality control	May include: 6.1 Standard cooking doneness 6.2 Appropriate storage 6.3 Appropriate holding temperatures 6.4 Appropriate cooling 6.5 Portion 6.6 Consistency in preparation, cooking and presentation
7. Portion control	May refer to: 7.1 Weighing 7.2 Shrinkage percentage 7.3 Standardize portion cut
8. Relevant people	May include: 8.1 Cook/chef/steward/commis 8.2 Purchaser 8.3 Dining Staff 8.4 F&B Manager 8.5 Events manager 8.6 Accounting personnel 8.7 Guest/client
9. Food Production system	May include: 9.1 Conventional System (Fresh Cook) 9.2 Ready-Prepared System 9.2.1 Cook-Chill 9.2.2 Cook-Freeze 9.3 Commissary System (Central Production System) 9.4 Assembly/Service System (Heat/Serve or Rethermalization)
10. Safe methods of preparation	May relate to: 10.1 Storage space 10.2 Portion control

VARIABLE	RANGE
	10.3 FIFO 10.4 Replenishing times as needed
11. Garnishes and accompaniments	May include: 11.1 Garnish 11.1.1 Herbs 11.1.2 Vegetables 11.1.3 Fruits 11.1.4 Nuts 11.1.5 Sliced or Crumbled Cheeses 11.2 Accompaniments 11.2.1 Starches 11.2.2 Grains 11.2.3 Bread 11.2.4 Salads 11.2.5 Pulses and Legumes
12. Presentation	May include: 12.1 Color 12.2 Height 12.3 Service and storage temperature 12.4 Ceramics 12.5 Glass 12.6 Mirrors 12.7 Crystals 12.8 Trays 12.9 Classical and cultural aspect
13. Store at safe temperature	May include: 13.1 Cool room temperature 13.2 Cool room placement 13.3 Length of time in cool storage, freezer 13.4 Storage containers after assembly 13.5 Freshness quality and presentation 13.6 Labeled 13.7 Temperature and humidity
14. Correct containers and labeled	May include: 14.1 Date, item name, handler name, time, temperature 14.2 Food safe plastic containers 14.3 Vacuum packed plastic (microns)
15. Correct conditions	May refer to: 15.1 Temperature and humidity 15.2 Stock rotation 15.3 Reporting faults 15.4 Changing containers

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Followed workplace and food safety practices and hygienic procedures in preparing, and storing dishes.</li> <li>1.2 Communicated effectively with others to ensure effective work operation.</li> <li>1.3 Presented bulk food and maintained quality outcomes within typical workplace time constraints</li> <li>1.4 Organized and planned workflow, service, physical layout of buffet efficiently.</li> <li>1.5 Demonstrated a variety of cooking techniques while considering food safe handling procedures.</li> <li>1.6 Minimized wastage in food production process</li> <li>1.7 Planned menu, cost and quantified recipes for an event</li> <li>1.8 Demonstrated ability to identify food products by sight</li> <li>1.9 Demonstrated ability to make ingredient quality to intended final product</li> <li>1.10 Demonstrated knowledge of relevant legislation in relation to food safe handling, storage, chemical storage and general premises safety procedures</li> <li>1.11 Demonstrated creative and artistic skills in preparation, decoration and display of buffet items</li> <li>1.12 Demonstrated complimentary presentation, garnishing and techniques</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Access to a fully-equipped operational commercial/institutional kitchen</li> <li>2.2 Access to actual workplace standards, procedures, policies, and guidelines</li> <li>2.3 Use of a variety of ingredients, including specialty and sustainable ingredients, to prepare a wide range of complex dishes.</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Direct observation of the candidate while monitoring preparation, presentation of buffet</li> <li>3.2 Written or oral questions to assess knowledge of candidate</li> <li>3.3 Interview to gain insight on discipline practiced</li> <li>3.4 Project and assignment work</li> <li>3.5 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center</li> <li>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</li> </ul>

**UNIT OF COMPETENCY : APPLY CATERING CONTROLS AND PROCEDURES**

**UNIT CODE : TRS512309**

**UNIT DESCRIPTOR** : This unit deals with skills and knowledge required by cooks and chefs in a supervisor position to order, store and prepare foods to minimize wastage in commercial food production environments

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Apply catering controls and procedures	1.1 The <b>range of catering products</b> used within the enterprise are identified 1.2 <b>Requisition/portion control</b> are used effectively. 1.3 <b>Standard recipes</b> are used correctly 1.4 Portions sizes are effectively controlled using calibrated equipment where appropriate. 1.5 <b>Ordering</b> and stock rotation practices are implemented 1.6 Optimum <b>storage</b> conditions are used to minimize contamination, wastage, loss and theft. 1.7 Appropriate measures to reduce loss are taken.	1.1 Different catering products used in food production 1.2 Proper use of requisition and portion control 1.3 Recipe standardization and their proper use 1.4 Common portion sizes for different food commodities 1.5 Principles of ordering and stock rotation practices 1.6 Optimal storage conditions for different food commodities 1.7 Cost control measures to prevent losses, theft and spoilage.	1.1 Analytical skills to determine requirements of standard recipes and/or menu requirements 1.2 Organization skills to select and collect equipment, commodities and ingredients, and organize ingredients and task sheets 1.3 Literacy skills to read menus, recipes, menus, instructions, orders and task sheets. 1.4 Communication skills to share information with other kitchen, floor service staff. 1.5 Interpersonal skills to work cooperatively with other team members 1.6 Numeracy skills to calculate portions; weigh and measure quantities against standard recipes and/or menu requirements 1.7 Problem solving skills to identify and correct problems in preparing and producing products, such as ingredient quality and equipment failure

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			1.8 Technology skills to use mechanical kitchen equipment, including weighing equipment
2. Minimize wastage	2.1 <b>Trimmings</b> of food products are used. 2.2 Food wastage in line with enterprise and local authorities' requirements are <b>disposed of</b> . 2.3 <b>Recyclable</b> products to local authority requirements are processed.	2.1 Waste minimization techniques and utilization of trimmings 2.2 Proper waste disposal and waste segregation 2.3 Principles of the 3 R's (Reuse, Reduce and Recycle)	2.1 Organizational skills to organize ingredients and minimize trimmings and wastage. 2.2 Communication skills to share information with other kitchen, floor service staff. 2.3 Self management skills to plan logical and efficient use of resources. 2.4 Interpersonal skills to work cooperatively with other team members 2.5 Numeracy skills to calculate portions and reduce wastage. 2.6 Problem solving skills to utilize trimmings and minimize wastage. 2.7 Technology skills to use mechanical equipment to transport recyclable products.

### RANGE OF VARIABLES

VARIABLE	RANGE
1. Range of catering products	May include: 1.1 Perishable products, including fruit, vegetables, meat, seafood 1.2 Paper goods, such as wrapping, boxes, gift ware 1.3 Chemicals 1.4 Glass



	<ul style="list-style-type: none"> <li>1.5 Plastic products, such as disposable cups, plates, cutlery</li> <li>1.6 Foam products, such as fast food packaging</li> </ul>
2. Requisition/portion control	<p>May be related to:</p> <ul style="list-style-type: none"> <li>2.1 Scales</li> <li>2.2 Measuring equipment, including spoons, jugs, buckets, rulers</li> <li>2.3 Portion control</li> </ul>
3. Standard recipes	<p>Should include:</p> <ul style="list-style-type: none"> <li>3.1 Portion numbers</li> <li>3.2 Portion weight</li> <li>3.3 Date</li> <li>3.4 Yield</li> <li>3.5 Ingredients</li> <li>3.6 Method of sequence</li> <li>3.7 Cooking temperatures/time</li> <li>3.8 Equipment</li> </ul>
4. Ordering	<p>May be related to:</p> <ul style="list-style-type: none"> <li>4.1 First in, first out (FIFO)</li> <li>4.2 Re-usable products</li> <li>4.3 Storage</li> <li>4.4 Availability</li> <li>4.5 Par stock levels</li> </ul>
5. Storage	<p>May include:</p> <ul style="list-style-type: none"> <li>5.1 Cool room temperature</li> <li>5.2 Cool room placement</li> <li>5.3 Length of time in cool storage</li> <li>5.4 Freezer temperature</li> <li>5.5 Length of time in freezer storage</li> <li>5.6 Storage, including dry, chemical, recyclable items.</li> </ul>
6. Trimmings	<p>May relate to:</p> <ul style="list-style-type: none"> <li>6.1 Off cuts</li> <li>6.2 Saleable dishes</li> <li>6.3 Menu varieties</li> </ul>
7. Dispose of	<p>May relate to:</p> <ul style="list-style-type: none"> <li>7.1 Rubbish collection</li> <li>7.2 Recyclables collection</li> <li>7.3 Oils</li> <li>7.4 Food scraps</li> </ul>
8. Recyclables	<p>May relate to:</p> <ul style="list-style-type: none"> <li>8.1 Glass</li> <li>8.2 Plastics</li> <li>8.3 Paper, cardboard</li> <li>8.4 Metal</li> <li>8.5 Cooking oil</li> <li>8.6 Food scraps</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Applied waste minimization techniques during food production.</p> <p>1.2 Applied catering control and principles to minimize waste and excessive food cost</p> <p>1.3 Followed workplace safety practices and hygienic procedures</p> <p>1.4 Communicated effectively with others to ensure effective work operation</p>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <p>2.1 Access to a fully-equipped operational commercial/institutional kitchen</p> <p>2.2 Access to actual workplace standards, procedures, policies, and guidelines</p>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Evaluation of amount of products used by the candidate across a period of operation</p> <p>3.2 Review of reports prepared by the candidate detailing ways in which waste was minimized during a service period</p> <p>3.3 Written or oral questions to test knowledge of waste minimization and control systems</p> <p>3.4 Review of stock control and portion control documentation prepared by the candidate</p> <p>3.5 Interview to gain insight on discipline practiced</p> <p>3.6 Project and assignment work</p> <p>3.7 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</p>

**UNIT OF COMPETENCY :** PLAN AND COST MENUS

**UNIT CODE :** TRS512310

**UNIT DESCRIPTOR :** This unit describes the performance outcomes, skills and knowledge required to plan and cost basic menus for dishes or food product ranges for any type of cuisine or food service style. It requires the ability to identify customer preferences, plan menus to meet customer and business needs, cost menus and evaluate their success.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify customer preferences	1.1 Current <b>customer profile</b> for the food business are identified. 1.2 <b>Characteristic of the different markets</b> and food preferences of customer base are analyzed.	1.1 Basic characteristics of different markets in the foodservice industry 1.2 Principles of SWOT analysis to identify different market needs	1.1 Analytical skills to evaluate the food service preferences of the customer profile 1.2 Planning skills to create menus to meet market preferences
2. Plan menus	2.1 A range of ideas for <b>menus</b> are generated for dishes or food production ranges, their merits assessed, and discussed with relevant personnel. 2.2 Menu items to meet <b>customer preferences</b> are chosen. 2.3 Organizational service style and cuisine are identified, and suitable menus are developed. 2.4 <b>Balanced variety</b> of dishes or food production items are included for the style of service and cuisine.	2.1 Principles of Menu Planning <ul style="list-style-type: none"> <li>• Types of Menus</li> <li>• Types of service</li> <li>• Menu constraints</li> <li>• Menu layout</li> </ul> 2.2 Principles of Menu Design for Specific Market Groups 2.3 Principles of Menu Development 2.4 Menu Balancing and Menu Performance <ul style="list-style-type: none"> <li>• Prices</li> <li>• Ingredients</li> <li>• Cooking styles</li> <li>• Complexity and simplicity</li> <li>• Traditional and contemporary</li> <li>• Taste</li> </ul>	2.1 Organizational skills to plan, assess, and sort all information required for menu planning and for coordinating a menu development process. 2.2 Technology skills to use computers and software programs to document menus. 2.3 Communication skills to read, write, and comprehend 2.4 Mathematical skills to perform ratios and proportions of ingredients, staffing, equipments, tools and utensils
ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILLS

	<i>Italicized terms</i> are elaborated in the Range of Variables		
3. Cost menus	<p>3.1 Proposed components of included dishes or food production items are itemized.</p> <p>3.2 Portion yields and costs from raw ingredients are calculated.</p> <p>3.3 <b>Cost-effectiveness</b> of proposed dishes or food production items are assessed and menu items that provide high yield are chosen.</p> <p>3.4 Menu items are priced to ensure maximum profitability.</p>	<p>3.1 Principles of Menu Costing</p> <ul style="list-style-type: none"> <li>• Cost control</li> <li>• Food cost factors</li> <li>• Standard recipes</li> </ul> <p>3.2 Yield Tests and Portion Yield Determination</p> <ul style="list-style-type: none"> <li>• Portion control</li> <li>• Portion sizes</li> <li>• Yield testing</li> </ul> <p>3.3 Principles of Menu Costing</p> <ul style="list-style-type: none"> <li>• Cost of ingredients</li> <li>• Labor cost</li> <li>• Overheads</li> </ul> <p>3.4 Principles of Selling Price Determination</p>	<p>3.1 Numeracy skills to calculate the cost of producing dishes for menus, calculate mark-ups and selling price for profitability</p> <p>3.2 Problem solving skills to identify profitability of menu items and adjust menus to include high yield dishes.</p> <p>3.3 Technology skills to use computers and software programs to cost menus.</p>
4. Write menu content	<p>4.1 Menus are written using words that appeal to customer base and fit with the business service style.</p> <p>4.2 Correct names for style of cuisine are used.</p> <p>4.3 Descriptive writing is used to promote sale of menu items.</p>	<p>4.1 Principles of Menu Writing</p> <p>4.2 Culinary Terminologies for Menu Writing</p> <p>4.3 Appropriate menu description for different menu items</p>	<p>4.1 Literacy skills prepare menus and product descriptions to creatively explain menu dishes and promote sales.</p> <p>4.2 Technology skills to use computers and software programs to write and design menus.</p>
<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>

<p>5. Evaluate menu success</p>	<p>5.1 Ongoing <b>feedback</b> are sought from customers and others and used to improve menu performance.</p> <p>5.2 Success of menus are assessed against customer satisfaction and sales data. Menus are adjusted based on feedback and profitability.</p>	<p>5.1 Customer feedback mechanisms and their use</p> <p>5.2 Assessing Menu Performance</p>	<p>5.1 Communication skills to listen and respond to routine customer feedback and ask questions that inform menu choice.</p> <p>5.2 Numeracy skills to compare menu items based on their anticipated yield, budgetary constraints and profitability.</p> <p>5.3 Analytical skills to evaluate and make judgments</p> <p>5.4 Technology skills to use computers and software programs to write reports</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Customer profile	May be related to: 1.1 Infants/Children 1.2 Young people 1.3 Yuppies/Young professionals 1.4 Older people 1.5 Cultural or religious groups 1.6 Socio-economic groups 1.7 Prison population 1.8 Defense force 1.9 Athletes 1.10 Health care customers (young, senior and/or other guests with physical challenges) 1.11 Students
2. Characteristic of the different markets	May be related to: 2.1 Cultural 2.2 Health/Dietary 2.3 Religious 2.4 Fads 2.5 Festivals
3. Menus	May relate to: 3.1 A la carte 3.2 Table d'hôte 3.3 Function 3.4 Room service 3.5 Buffet
4. Customer preferences	May include: 4.1 Contemporary eating habits 4.2 Media influence 4.3 Cultural and ethnic influences 4.4 Seasonal and popular influences 4.5 Social influences
5. Balanced variety	Must relate to different: 5.1 Colors 5.2 Cooking methods 5.3 Delicacies 5.4 Flavors 5.5 Nutritional values 5.6 Presentation 5.7 Seasonally available ingredients 5.8 Tastes 5.9 Textures.
6. Cost effectiveness	Should include: 6.1 Food cost percentage 6.2 Yield testing 6.3 Staffing costs 6.4 Direct costs

	6.5 Indirect costs
7. Feedback	May include: 7.1 Customer satisfaction 7.2 Customer surveys 7.3 Regular staff meeting involving menu discussion 7.4 Improvements suggested by: 7.4.1 Customers 7.4.2 Suppliers 7.4.3 Staff

## EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Planned and prepared a basic menu meeting the needs of the target market</p> <p>1.2 Demonstrated the ability to create and design a basic menu</p> <p>1.3 Demonstrated the ability to cost basic menus and food items, calculate portion yields and determine cost effectiveness.</p> <p>1.4 Communicated effectively with others to ensure effective work operation</p>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <p>2.1 Access to actual workplace standards, procedures, policies, and guidelines, tools and equipment</p> <p>2.2 Project or work activities that allow the candidate to develop and cost basic menus to meet needs of target market</p> <p>2.3 Use of computer technology to create, design and cost a menu</p>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Review of menus prepared by candidate to meet the needs of different target groups and markets</p> <p>3.2 Case studies to assess ability to develop menus to meet differing needs</p> <p>3.3 Written and oral questions to test knowledge of market issues, current trends on food</p> <p>3.4 Interview to gain insight on discipline practiced</p> <p>3.5 Project and assignment work</p> <p>3.6 Review portfolios of evidence (such as ServSafe™ Certification or its equivalent) and third-party workplace reports of on-the-job performance by the candidate</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</p>



## SECTION 3 TRAINING ARRANGEMENTS

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **FOOD PRODUCTION (PROFESSIONAL COOKERY) NC III**.

They include information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; and trainer's qualification.

### 3.1 CURRICULUM DESIGN

TESDA shall provide the training on the development of competency-based curricula to enable training providers develop their own curricula with the components mentioned below.

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to accompany their curricula.

**Course Title: PROFESSIONAL COOKERY (FOOD PRODUCTION)**  
**NC Level: NC III**

**Nominal Training Duration:**     **40 Hours (Basic)**  
  **96 Hours (Common)**  
  **415 Hours (Core)**  
  **551 Hours**  
  **160 Hours – Supervised Industry Learning (SIL)**

#### **Course Description:**

This course is designed to enhance the knowledge skills , behavior and motivations in accordance with industry standards. This covers competencies that a person must achieve – ensure correct materials are used and procedures are followed, apply and demonstrate principles and current trends of methods of cookery, prepare/cook special hot , cold dishes and dessert for guest in various food and beverage service facilities.

Upon completion of the course, the learners are expected to demonstrate the above mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.

## BASIC COMPETENCIES (40 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Lead workplace communication	1.1 Communicate information about workplace processes	<ul style="list-style-type: none"> <li>• Read               <ul style="list-style-type: none"> <li>○ Effective verbal communication methods</li> <li>○ Sources of information</li> </ul> </li> <li>• Practice organizing information</li> <li>• Identify organization requirements for written and electronic communication methods</li> <li>• Follow organization requirements for the use of written and electronic communication methods</li> <li>• Perform exercises on understanding and conveying intended meaning scenario</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Practical exercises</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Observation</li> </ul>	2 Hours
	1.2 Lead workplace discussions	<ul style="list-style-type: none"> <li>• Describe:               <ul style="list-style-type: none"> <li>○ Organizational policy on production, quality and safety</li> <li>○ Goals/ objectives and action plan setting</li> </ul> </li> <li>• Read               <ul style="list-style-type: none"> <li>○ Effective verbal communication methods</li> </ul> </li> <li>• Prepare/set action plans based on organizational goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> </ul>	2 Hours
	1.3 Identify and communicate issues arising in the workplace	<ul style="list-style-type: none"> <li>• Describe:               <ul style="list-style-type: none"> <li>○ Organizational policy in dealing with issues and problems</li> </ul> </li> <li>• Read</li> <li>• Effective verbal communication methods</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> </ul>	2 Hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
2. Lead small teams	2.1 Provide team leadership	<ul style="list-style-type: none"> <li>• Discussion of Company policies and procedures</li> <li>• Read web pages on situational leadership</li> <li>• Role play on situational leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Role Play</li> <li>• Lecture/ Discussion</li> <li>• Individual Work</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Written Test</li> </ul>	1 Hour
	2.2 Assign responsibilities	<ul style="list-style-type: none"> <li>• Read web pages on performance management</li> <li>• Case study on allocating roles and responsibilities based on competencies of current staff</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Work</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Written Test</li> </ul>	1 Hour
	2.3 Set performance expectations for team members	<ul style="list-style-type: none"> <li>• Role play to communicate performance expectations with staff</li> <li>• Discussion on performance issues</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Written Test</li> </ul>	1 Hour
	2.4 Supervise team performance	<ul style="list-style-type: none"> <li>• Discussion on performance monitoring</li> <li>• Role play on providing feedback on performance</li> <li>• Role play on performance coaching</li> <li>• Discussion on keeping the team informed of team performance</li> <li>• Case study on Team performance monitoring and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Role Play</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Written Test</li> </ul>	1 Hour
3. Apply critical thinking and problem-solving techniques in the workplace	3.1 Examine specific workplace strategies	<ul style="list-style-type: none"> <li>• Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> <li>• Show mastery of the current industry hardware and software products and services</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Discuss process of identification of fundamental causes of specific workplace challenges</li> <li>• Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations               <ul style="list-style-type: none"> <li>- Relevant equipment and operational processes</li> <li>- Enterprise goals, targets and measures</li> <li>- Enterprise quality OHS and environmental requirement</li> <li>- Enterprise information systems and data collation</li> <li>- Industry codes and standards</li> </ul> </li> </ul>			
	3.2 Analyze the causes of specific workplace challenges	<ul style="list-style-type: none"> <li>• Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> <li>• Show mastery of the current industry hardware and software products and services</li> <li>• Discuss process of identification of fundamental causes of specific workplace challenges</li> <li>• Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations               <ul style="list-style-type: none"> <li>- Relevant equipment and operational processes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>- Enterprise goals, targets and measures</li> <li>- Enterprise quality OHS and environmental requirement</li> <li>- Enterprise information systems and data collation</li> <li>- Industry codes and standards</li> <li>• Identify extent and causes of specific challenges in the workplace</li> <li>• Use of range of analytical problem-solving techniques</li> <li>• Formulate clear-cut findings on the nature of each identified workplace challenges</li> </ul>			
	3.3 Formulate resolutions to specific workplace challenges	<ul style="list-style-type: none"> <li>• Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> <li>• Show mastery of the current industry hardware and software products and services</li> <li>• Discuss process of identification of fundamental causes of specific workplace challenges</li> <li>• Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations               <ul style="list-style-type: none"> <li>- Relevant equipment and operational processes</li> <li>- Enterprise goals, targets and measures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>- Enterprise quality OHS and environmental requirement</li> <li>- Enterprise information systems and data collation</li> <li>- Industry codes and standards</li> <li>• Identify extent and causes of specific challenges in the workplace</li> <li>• Use of range of analytical problem-solving techniques</li> <li>• Formulate clear-cut findings on the nature of each identified workplace challenges</li> <li>• Discuss strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges</li> </ul>			
	3.4 Implement action plans and communicate results	<ul style="list-style-type: none"> <li>• Identify extent and causes of specific challenges in the workplace</li> <li>• Use of range of analytical problem-solving techniques</li> <li>• Formulate clear-cut findings on the nature of each identified workplace challenges</li> <li>• Discuss strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 Hour
4. Work in a diverse environment	4.1 Develop an individual's cultural awareness and sensitivity	<ul style="list-style-type: none"> <li>• Show understanding of cultural diversity in the workplace</li> <li>• Recognize norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Discussion</li> <li>• Interactive Lecture</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>Christians, non-Catholics, tribes/ethnic groups, foreigners)</p> <ul style="list-style-type: none"> <li>• Demonstrate different methods of verbal and non-verbal communication in a multicultural setting</li> <li>• Apply cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies)</li> <li>• Show affective skills – establishing rapport and empathy, understanding, etc.</li> <li>• Demonstrate openness and flexibility in communication</li> <li>• Recognize diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussions and interactive activities</li> <li>• Case studies/problems involving workplace diversity issues</li> <li>• Written examination</li> <li>• Role Playing</li> </ul>	
	<p>4.2 Work effectively in an environment that acknowledges and values cultural diversity</p>	<ul style="list-style-type: none"> <li>• Explain the value of diversity in the economy and society in terms of Workforce development</li> <li>• Discuss the importance of inclusiveness in a diverse environment</li> <li>• Discuss the importance of shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives</li> <li>• Identify and exhibit strategies for customer service excellence</li> <li>• Demonstrate cross-cultural communication skills and active listening</li> <li>• Recognize diverse groups in the workplace and community as defined</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Discussion</li> <li>• Interactive Lecture</li> <li>• Brainstorming</li> <li>• Demonstration</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Group discussions and interactive activities</li> <li>• Case studies/problems involving workplace diversity issues</li> <li>• Written examination</li> <li>• Role Playing</li> </ul>	<p>1 Hour</p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		by divergent culture, religion, traditions and practices • Demonstrate collaboration skills			
	4.3 Identify common issues in a multicultural and diverse environment	<ul style="list-style-type: none"> <li>• Explain the value, and leverage of cultural diversity</li> <li>• Discuss the inclusivity and conflict resolution</li> <li>• Describe the workplace harassment</li> <li>• Explain the change management and cite ways to overcome resistance to change</li> <li>• Demonstrate advanced strategies for customer service excellence</li> <li>• Address diversity-related conflicts in the workplace</li> <li>• Eliminate discriminatory behavior towards customers and co-workers</li> <li>• Utilize change management policies in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Discussion</li> <li>• Interactive Lecture</li> <li>• Brainstorming</li> <li>• Demonstration</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Group discussions and interactive activities</li> <li>• Case studies/problems involving workplace diversity issues</li> <li>• Written examination</li> <li>• Role Playing</li> </ul>	1 Hour
5 Propose methods of applying learning and innovation in the organization	5.1 Assess work procedures, processes and systems in terms of innovative practices	<ul style="list-style-type: none"> <li>• Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change)</li> <li>• Demonstrate collaboration and networking skills</li> <li>• Show basic skills in research</li> <li>• Generate practical insights on how to improve organizational procedures, processes and systems</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of</li> </ul>	1 Hour



Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				character strengths and virtues applied	
	5.2 Generate practical action plans for improving work procedures, processes	<ul style="list-style-type: none"> <li>• Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change)</li> <li>• Demonstrate collaboration and networking skills</li> <li>• Show basic skills in research</li> <li>• Generate practical insights on how to improve organizational procedures, processes and systems</li> <li>• Set up action plans on how to apply innovative procedures in the organization</li> <li>• Set up action plans on how to apply innovative procedures in the organization</li> <li>• Generate practical insights on how to improve organizational procedures, processes and systems</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	1 Hour
	5.3 Evaluate the effectiveness of the proposed action plans	<ul style="list-style-type: none"> <li>• Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change)</li> <li>• Demonstrate collaboration and networking skills</li> <li>• Show basic skills in research</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Generate practical insights on continuous improvement</li> </ul>		party workplace reports of on-the-job performance. <ul style="list-style-type: none"> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	
6 Use information systematically	6.1 Use technical information	<ul style="list-style-type: none"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Application in collating information</li> <li>- Procedures for inputting, maintaining and archiving information</li> <li>- Guidance to people who need to find and use information</li> </ul> </li> <li>• Organizing information into a suitable form for reference and use</li> <li>• Classify stored information for identification and retrieval</li> <li>• Operate the technical information system by using agreed procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Hands on</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	4 Hours
	6.2 Apply information technology (IT)	<ul style="list-style-type: none"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Attributes and limitations of available software tool</li> <li>- Procedures and work instructions for the use of IT</li> <li>- Operational requirements for IT systems</li> <li>- Sources and flow paths of data</li> <li>- Security systems and measures that can be used</li> <li>- Methods of entering and processing information</li> </ul> </li> <li>• Use procedures and work instructions for the use of IT</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Self-paced handout/ module</li> <li>• Hands on</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	2 Hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
		<ul style="list-style-type: none"> <li>• Extract data and format reports</li> <li>• Use WWW applications</li> </ul>			
	6.3 Edit, format and check information	<ul style="list-style-type: none"> <li>• Lecture and discussion on: <ul style="list-style-type: none"> <li>- Basic file-handling techniques</li> <li>- Techniques in checking documents</li> <li>- Techniques in editing and formatting</li> <li>- Proof reading techniques</li> </ul> </li> <li>• Use different techniques in checking documents</li> <li>• Edit and format information applying different techniques</li> <li>• Proof read information applying different techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Self-paced handout/ module</li> <li>• Hands on</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	2 Hours
7 Evaluate Occupational Safety And Health Work Practices	7.1 Interpret Occupational Safety and Health practices	<ul style="list-style-type: none"> <li>• Discuss the OSH standards, principles and legislations</li> <li>• Identify OSH work practices issues</li> <li>• Discuss standard safety requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1.5 Hours
	7.2 Set OSH work targets	<ul style="list-style-type: none"> <li>• Discussion in actions plans that are necessary in achieving the OSH target</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 Hour
	7.3 Evaluate effectiveness	<ul style="list-style-type: none"> <li>• Practice evaluating safety data (Historical or Simulated)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> </ul>	1.5 Hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
	of Occupational Safety and Health work instructions		<ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	
8 Evaluate Environmental Work Practices	8.1 Interpret environmental practices, policies and procedures	<ul style="list-style-type: none"> <li>• Discussion Environmental Issues regarding <ul style="list-style-type: none"> <li>- Water Quality</li> <li>- National and Local Government Issues</li> <li>- Safety</li> <li>- Endangered Species</li> <li>- Noise</li> <li>- Air Quality</li> <li>- Historic</li> <li>- Waste</li> <li>- Cultural</li> </ul> </li> <li>• Updating of existing occupation practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 Hour
	8.2 Establish targets to evaluate environmental practices	<ul style="list-style-type: none"> <li>• Discussion on <ul style="list-style-type: none"> <li>- lower production costs and energy consumption</li> <li>- Environmentally Sound Processes</li> <li>- Resource Efficient</li> <li>- Recycling and Waste Management</li> </ul> </li> <li>• Simple case study regarding energy efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 Hour
	8.3 Evaluate effectiveness of environmental practices	<ul style="list-style-type: none"> <li>• Identifying effective environmental practices relevant to the industry/occupation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> </ul>	1 Hour

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
		<ul style="list-style-type: none"> <li>- <b>Implementation of energy efficiency</b></li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews / Questioning</li> <li>• Third Party Reports</li> </ul>	
9 Facilitate Entrepreneurial Skills For Micro-Small-Medium Enterprises (MSMEs)	9.1 Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	<ul style="list-style-type: none"> <li>• Discussions on business models and strategies</li> <li>• Discussion on Types and categories of businesses and business internal control</li> <li>• Discussion on Relevant National and local legislations affecting businesses</li> <li>• Prepare promotional materials</li> <li>• Practice basic bookkeeping</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Case Study</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Portfolio</li> <li>• Work Related Project</li> </ul>	2 Hours
	9.2 Establish and maintain client-base/market	<ul style="list-style-type: none"> <li>• Role play on customer and employee relations</li> <li>• Discussion on Basic product promotion strategies</li> <li>• Preparation of Basic Feasibility study</li> <li>• Case studies on Basic Business ethics</li> <li>• Prepare basic advertising materials</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Lecture Discussion</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• Case problem</li> <li>• Written Test</li> </ul>	2 Hours
	9.3 Apply budgeting and financial management skills	<ul style="list-style-type: none"> <li>• Discussion on: <ul style="list-style-type: none"> <li>- Basic cost-benefit analysis</li> <li>- Basic financial management</li> <li>- Basic financial accounting</li> <li>- Business internal controls</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Lecture Discussion</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Case problem</li> </ul>	1 Hour

**COMMON COMPETENCIES  
(96 Hours)**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodologies</b>	<b>Assessment Methods</b>	<b>Nominal Duration</b>
1. Receive and resolve customer complaints	1.1 Identify and analyse the complaint	<ul style="list-style-type: none"> <li>• Explain how to received verbal complaint using active listening and empathy techniques</li> <li>• Identify through appropriate communication techniques the exact nature of the customer complaint</li> <li>• Identify steps in maintain register or complaint file/s in accordance with the requirements of the enterprise information system</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written examination</li> </ul>	4 Hours
	1.2 Respond to complaints	<ul style="list-style-type: none"> <li>• Explain how to process complaints in accordance with organizational standards, policies and procedures</li> <li>• Explain how to obtain and review documentation in relation to complaints</li> <li>• Identify steps in updating register of complaints/disputes</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written examination</li> </ul>	4 Hours
	1.3 Determine and agree upon appropriate action to resolve complaint	<ul style="list-style-type: none"> <li>• Identify procedures and guidelines on how to resolve the complaint</li> <li>• Demonstrate a commitment to the customer to resolve the complaint</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written examination</li> </ul>	4 Hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodologies</b>	<b>Assessment Methods</b>	<b>Nominal Duration</b>
	1.4 Refer complaints	<ul style="list-style-type: none"> <li>Identify complaints that require referral to other personnel or external bodies</li> <li>Explain how to forward all necessary documentation including investigation reports to appropriate personnel</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> <li>Oral Questioning</li> </ul>	4 Hours
2. Work cooperatively In a general administration environment	2.1 Develop effective team relationships	<ul style="list-style-type: none"> <li>Explain how to develop and maintain relationships with team members and promote benefits of cooperative work consistent with organizational goals and objectives</li> <li>Identify communication techniques to relay information in a clear and concise manner</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	4 Hours
	2.2 Participate in team assignments	<ul style="list-style-type: none"> <li>Identify individual responsibilities within the workgroup in accordance with organisational requirements</li> <li>How to recognize and accommodate cultural differences within the team</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	4 Hours
	2.3 Contribute to team development	<ul style="list-style-type: none"> <li>Identify the internal and external customer needs and expectations</li> <li>Explain how to seek formal feedback and informal</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<p>feedback on individual and team performance regularly from colleagues and supervisors</p> <ul style="list-style-type: none"> <li>Identify the non-discriminatory attitudes and language when interacting with customers, staff and management</li> </ul>	<ul style="list-style-type: none"> <li>Simulation</li> </ul>		
3. Maintain quality customer/guest service	3.1 Identify customer/ guest requirements	<ul style="list-style-type: none"> <li>Identify options to improve service</li> <li>Explain how to assess needs of customers/or guests</li> <li>Identify and conduct data analysis on deficiencies in service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	4 Hours
	3.2 Ensure delivery of quality products/services	<ul style="list-style-type: none"> <li>Explain how to ensure products/services meet customers' needs and reflect enterprise standards and improve on service levels</li> <li>Explain how to ensure team performance consistently meets enterprise standards</li> <li>Explain to colleagues how to meet and exceed customer service standards by providing appropriate professional development</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	4 Hours
	3.3 Evaluate customer service	<ul style="list-style-type: none"> <li>Explain how to review customer/guest satisfaction with service delivery using</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> </ul>	4 Hours



Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<p>appropriate methods that produce verifiable data</p> <ul style="list-style-type: none"> <li>Identify steps on how to evaluate customer service evaluation outcomes</li> <li>Obtain agreements on appropriate action to overcome problems</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> <li>Interview</li> </ul>	
4. Roster Staff	4.1 Develop and implement staff rosters	<ul style="list-style-type: none"> <li>Explain how to developed rosters in accordance with company agreements and wage budgets</li> <li>Identify the role of rosters and their importance in controlling staff costs</li> <li>Explain how to present roster in required formats to ensure clarity of information in accordance with company standards</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	6 Hours
	4.2 Maintain staff records	<ul style="list-style-type: none"> <li>Explain how to complete time sheets and other documentation within designated timelines</li> <li>Explain procedures in updating, maintaining and storing staff records</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	4 Hours
5. Control And Order Stock	5.1 Maintain stock levels and records	<ul style="list-style-type: none"> <li>Explain how to monitor and maintain stock levels and performance</li> <li>Identify the steps in monitoring stock security and adjusting systems</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	6 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> <li>Explain how to maintain records of stock storage and movement</li> </ul>			
	5.2 Process stock orders	<ul style="list-style-type: none"> <li>Explain how to process orders for stock in accordance with company procedures</li> <li>Identify steps in maintaining and recording stock levels</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	4 Hours
	5.3 Minimize stock losses	<ul style="list-style-type: none"> <li>Identify reasons for stock loss and damage</li> <li>Explain how to identify stock losses</li> <li>Identify the recommended related procedures and solutions to loss situations to prevent future avoidable losses</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	4 Hours
	5.4 Follow-up orders	<ul style="list-style-type: none"> <li>Explain how to monitor delivery process and ensure continuity of supply</li> <li>Identify routine supply problems</li> <li>Explain how to distribute stock to agreed locations.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	4 Hours
	5.5 Organize and administer stocks	<ul style="list-style-type: none"> <li>Explain how to organize stocks</li> <li>Identify the stocktaking responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> <li>• Demonstrate how to produce accurate stock reports</li> </ul>	<ul style="list-style-type: none"> <li>• Simulation</li> </ul>		
6. Prepare And Deliver Training Sessions	6.1 Determine training requirements	<ul style="list-style-type: none"> <li>• Identify required competencies for learners</li> <li>• Describe the training gap for learners</li> <li>• Explain the identified training gaps and recommendation for training</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written examination</li> <li>• Interview</li> </ul>	4 Hours
	6.2 Prepare training plan	<ul style="list-style-type: none"> <li>• Explain how to develop session outlines, training content, training resources and materials and individual training session</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written examination</li> <li>• Interview</li> </ul>	4 Hours
	6.3 Deliver training sessions	<ul style="list-style-type: none"> <li>• Explain the training and assessment activities involved in the training session</li> <li>• Identify steps in preparing training venue for the training session</li> <li>• Identify safety of learners during training delivery and practice</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written examination</li> <li>• Interview</li> </ul>	4 Hours
7. Plan, conduct and evaluate staff performance assessment	7.1 Plan a staff performance assessment	<ul style="list-style-type: none"> <li>• Identify context for staff performance assessment</li> <li>• Determine the initial focus of the staff performance assessment for each staff member</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written examination</li> <li>• Interview</li> </ul>	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> <li>• Prepare Documents to record identified staff performance assessment statistics and performance data</li> <li>• Design action plan to guide the conduct of staff performance assessment</li> </ul>			
	7. 2 Conduct a staff performance assessment	<ul style="list-style-type: none"> <li>• Identify steps in gathering workplace-based evidence of staff performance</li> <li>• Explain how to interpret employee performance data</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written examination</li> <li>• Interview</li> </ul>	4 Hours
	7.3 Evaluate a staff performance assessment	<ul style="list-style-type: none"> <li>• Prepare staff performance assessment interview</li> <li>• Identify steps in reviewing individual staff performance</li> <li>• Explain how to prepare staff performance assessment targets for next period</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written examination</li> <li>• Interview</li> </ul>	4 Hours

**CORE COMPETENCIES  
(415 Hours)**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
1. Monitor daily cleaning routines	1.1 Identify and assess work areas, equipment and utensils for cleaning schedules	<ul style="list-style-type: none"> <li>• Read               <ul style="list-style-type: none"> <li>○ Common information in cleaning preparation</li> <li>○ Sources of information on enterprise standards, plans, requirements and procedures to affect implementation of cleaning practices</li> </ul> </li> <li>• Discuss               <ul style="list-style-type: none"> <li>○ Overview of workplace standards on Operational and Health Safety (OHS) pertaining to cleaning</li> <li>○ Cleaning Schedules and sequence</li> <li>○ Assessment guidelines in determining cleaning needs</li> </ul> </li> <li>• Identify               <ul style="list-style-type: none"> <li>○ Relevant persons involved in deciding principles in monitoring cleaning premises</li> <li>○ Cleaning needs</li> <li>○ Work areas</li> <li>○ Equipment and utensils</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• PPT presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral questioning</li> <li>• Observation</li> <li>• Third party report</li> </ul>	5 Hours
	1.2 Analyze cleaning resource implications and provide materials for cleaning and hygiene maintenance requirements	<ul style="list-style-type: none"> <li>• Read               <ul style="list-style-type: none"> <li>○ Safe and hygienic cleaning practices</li> <li>○ Available resources for cleaning</li> </ul> </li> <li>• Discuss               <ul style="list-style-type: none"> <li>○ Operation and maintenance of cleaning equipment</li> <li>○ Required type and quantity of equipment, personal protective equipment (PPE), chemical and consumables</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• Demonstration</li> <li>• Practical exercise</li> <li>• PPT presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral questioning</li> <li>• Observation</li> <li>• Third party report</li> </ul>	15 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Risk factors regarding the use of cleaning chemicals</li> <li>○ Standard cleaning procedures and schedules</li> <li>○ Food safety and HACCP standard requirements</li> <li>○ Cleaning materials and equipment familiarization</li> </ul>			
	1.3 Prepare a kitchen inspection checklist	<ul style="list-style-type: none"> <li>• Read <ul style="list-style-type: none"> <li>○ Enterprise policies and procedures on preparing forms, templates, and reports</li> <li>○ Principles on how to plan a cleaning checklist</li> </ul> </li> <li>• Discuss <ul style="list-style-type: none"> <li>○ Composition of a checklist</li> <li>○ Forms, reports and summary templates</li> <li>○ Cleaning procedures and schedules</li> <li>○ Schedules and sequence of cleaning procedures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Oral evaluation</li> <li>• PPT presentation</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Third party report</li> <li>• Observation</li> <li>• Oral Questioning</li> </ul>	5 Hours
	1.4 Monitor safe work cleaning practices and reduction of negative environmental impacts.	<ul style="list-style-type: none"> <li>• Discuss <ul style="list-style-type: none"> <li>○ Duties and responsibilities of a kitchen staff regarding cleanliness of kitchen premise</li> <li>○ Proper and safe use of agents, chemicals, and cleaning equipment according to manufacturer's instruction</li> <li>○ Proper and safe use of personal protective equipment (PPE)</li> <li>○ Manual handling techniques of cleaning materials when cleaning equipment and premises</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Demonstration</li> <li>• Hands On</li> <li>• Role Play</li> <li>• PPT Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Third party report</li> <li>• Demonstration with Oral questioning</li> </ul>	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Ways on how to reduce negative environmental impacts using energy, water and other resources</li> <li>○ Waste disposal policies and procedures</li> <li>● Demonstrate <ul style="list-style-type: none"> <li>○ Proper and safe use of agents, chemicals, and cleaning equipment according to manufacturer's instruction</li> </ul> </li> </ul>			
	1.5 Identify work, health and safety hazards	<ul style="list-style-type: none"> <li>● Read <ul style="list-style-type: none"> <li>○ Preventive measures to avoid damages of equipment and facilities</li> </ul> </li> <li>● Discuss <ul style="list-style-type: none"> <li>○ Work restriction preventing work completion</li> <li>○ Preventive measures to maintain equipment functionality</li> <li>○ Adjustment on cleaning completions based on work restriction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/discussion</li> <li>● PPT presentation</li> <li>● Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>● Written test</li> <li>● Oral questioning</li> <li>● Third party report</li> <li>● Observation</li> </ul>	5 Hours
2. Apply and demonstrate current trends in methods of cookery	2.1 Identify current trends in methods of cookery	<ul style="list-style-type: none"> <li>● Read information sources on: <ul style="list-style-type: none"> <li>○ Basic fundamentals and current methods of cookery</li> <li>○ Basic and Contemporary dishes</li> <li>○ Culinary terminologies and trade name</li> <li>○ Information related to food preparation list and standard recipes to determine food preparation</li> </ul> </li> <li>● Discuss <ul style="list-style-type: none"> <li>○ Current trends on styles, preparation and presentation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/discussion</li> <li>● Demonstration</li> <li>● PPT presentation</li> <li>● Group work</li> <li>● Hands On</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Demonstration with oral questioning</li> <li>● Third Party report</li> </ul>	20 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Current dietary trends and cultural traditions</li> <li>○ Preparation requirements for standard recipes</li> <li>○ Calculate quantities of commodities</li> <li>○ Waste management techniques to make adjustments and deal with shortfalls in bulk cooking</li> <li>○ Principles of food and flavor</li> <li>○ Menu Planning</li> <li>○ Safe and environmentally responsible workplace practices</li> <li>○ Basic Fundamentals of Molecular Cuisine</li> <li>○ Sous vide method of cooking</li> <li>● Perform how to operate and show basic preventive maintenance of modern equipment</li> </ul>			
	2.2 Apply current trends in methods of cookery	<ul style="list-style-type: none"> <li>● Read <ul style="list-style-type: none"> <li>○ Science of modern and contemporary cooking techniques</li> <li>○ Identify and use modern kitchen equipment and tools including proper maintenance</li> <li>○ Waste management and utilization techniques</li> <li>○ Quality assurance of ingredients</li> </ul> </li> <li>● Discuss <ul style="list-style-type: none"> <li>○ Appropriate cooking tools and equipment</li> <li>○ Ways on how to select environmentally friendly tools and equipment</li> <li>○ Ratios and proportion using ingredients</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/ discussion</li> <li>● Demonstration</li> <li>● PPT presentation</li> <li>● Group work</li> <li>● Hands On</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Demonstration with oral questioning</li> <li>● Third Party report</li> </ul>	30 Hours



Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Specific ingredient behavior and use</li> <li>○ Preparation Methods for variety of modern ingredients for cooking including appropriate and wastage handling of trimmings</li> <li>○ Evaluate quality of ingredients</li> <li>○ Enterprise standard procedures for purchasing, receiving, and storing</li> <li>○ Principles of food and flavor pairing</li> <li>○ International cuisine, beliefs and practices</li> <li>○ Cultural requirements and major issues in the preparation of specialty dishes</li> <li>○ Workplace and food safety, sanitation in accordance with HACCP standards</li> <li>○ Work schedules and workflow to maximize teamwork efficiency and productivity</li> <li>○ Preform/ demonstrate current trends of cooking</li> <li>○ Perform and demonstrate preparation techniques for garnishes, sauces and accompaniments</li> <li>● Perform/ demonstrate current trends of cookery</li> </ul>			
	2.3 Hold and present dish products	<ul style="list-style-type: none"> <li>● Read <ul style="list-style-type: none"> <li>○ Details and characteristics of the varieties of hot and cold complex dishes</li> <li>○ Industry standards and timeframe in preparing complex dishes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/ discussion</li> <li>● PPT presentation</li> <li>● Demonstrate</li> <li>● Hands On</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Demonstration with Oral questioning</li> <li>● Third Party report</li> </ul>	5 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Garnish selection and preparation</li> <li>○ Industry standards and timeframe in holding complex dishes</li> <li>○ Basic chemistry dealing with properties, composition and structure of substances and transformation</li> <li>● Discuss <ul style="list-style-type: none"> <li>○ Principles of workflow, planning and work scheduling</li> <li>○ Standard temperature and condition of cook food prior to service</li> <li>○ Standard containers for cooked food prior to service</li> </ul> </li> <li>● Perform/ Demonstrate Plating techniques</li> </ul>			
	2.4 Store cooked dishes	<ul style="list-style-type: none"> <li>● Discuss <ul style="list-style-type: none"> <li>○ Guidelines on storing cooked food product</li> <li>○ Appropriate temperature conditions and location for cooked food</li> <li>○ Appropriate containers for cooked food products</li> <li>○ Principles of FIFO (first in, first out)</li> <li>○ Stock rotation</li> <li>○ Correct thawing procedures of cooked food</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/ discussion</li> <li>● PPT presentation</li> <li>● Demonstrate</li> <li>● Hands On</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Demonstration with Oral questioning</li> <li>● Third Party report</li> </ul>	5 Hours
3. Organize bulk cooking operation for buffet service	3.1 Plan and design kitchen operations for bulk cooking	<ul style="list-style-type: none"> <li>● Discuss <ul style="list-style-type: none"> <li>○ Buffet Concept according to enterprise standard and customer requirements</li> <li>○ Menu, layout display and presentation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/ discussion</li> <li>● Demonstration</li> <li>● PPT presentation</li> <li>● Group work</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Oral evaluation</li> <li>● Demonstration with oral questioning</li> </ul>	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Seasonal ingredients, budget and occasion according specific requirement</li> <li>○ Calculate quantities and food cost components</li> <li>○ Workflow plan to minimize spoilage and other food safety risk</li> <li>● Perform culinary Math for bulk cooking               <ul style="list-style-type: none"> <li>○ Cost</li> <li>○ Yield testing</li> <li>○ Portion control</li> <li>○ Methods of quantification and conversion</li> </ul> </li> </ul>			
	3.2 Organize production for bulk cooking operation	<ul style="list-style-type: none"> <li>● Discuss               <ul style="list-style-type: none"> <li>○ Organize preparation and service of orders for relevant section of the kitchen</li> <li>○ Sequence of preparation, cooking, holding, and serving to minimize delay and risk of food safety concerns</li> <li>○ Quality control implementation to ensure presentation, design eye appeal and portion size to meet enterprise standard</li> <li>○ Portion control to minimize wastage and maximize profits</li> <li>○ Liaised with relevant people preparation and conduct of buffet</li> <li>○ Laws relating to Occupational Health and Safety (OSHA)</li> <li>○ HACCP monitoring procedures on high risk methods of preparation</li> <li>○ Policies and procedures for planning function and events according to enterprise standards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/ discussion</li> <li>● Demonstration</li> <li>● PPT presentation</li> <li>● Group work</li> <li>● Hands On</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Oral evaluation</li> <li>● Demonstration with oral questioning</li> </ul>	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Food service buffet techniques, service styles and presentation</li> <li>○ Flowchart system from receiving, storing, preparing, cooking, and holding service</li> <li>● Perform/ demonstrate procedure for bulk cooking</li> </ul>			
	3.3 Select systems for bulk cooking operation	<ul style="list-style-type: none"> <li>● Discuss               <ul style="list-style-type: none"> <li>○ Food safety requirements for bulk cooking operation</li> <li>○ Fundamentals of microbiology</li> <li>○ Basic food sanitation for bulk cooking operation to prevent Food-borne illnesses</li> <li>○ Personal hygiene</li> <li>○ Identification and use of production equipment and corresponding maintenance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/ discussion</li> <li>● Demonstration</li> <li>● PPT presentation</li> <li>● Group work</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Oral evaluation</li> <li>● Demonstration with oral questioning</li> </ul>	5 Hours
	3.4 Preparation and cooking techniques appropriate to bulk cooking system	<ul style="list-style-type: none"> <li>● Discuss               <ul style="list-style-type: none"> <li>○ Compatibility of Menu items with the system</li> <li>○ Guidelines on how to Prepare recipes and serve food according to service system</li> <li>○ Basic principles of Food and nutrition</li> </ul> </li> <li>● Prepare and present a variety of classical and current trend food for buffet</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/ discussion</li> <li>● PPT presentation</li> <li>● Group work</li> <li>● Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Oral evaluation</li> <li>● Demonstration with oral questioning</li> </ul>	15 Hours
	3.5 Present and store food items for buffet service	<ul style="list-style-type: none"> <li>● Discuss               <ul style="list-style-type: none"> <li>○ Select menu items according to compatibility with the system</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/ discussion</li> <li>● Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Oral evaluation</li> </ul>	5 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Guidelines using garnishes and accompaniments to enhance taste and appeal</li> <li>○ Guidelines on how to present a buffet service</li> <li>○ Guidelines on how to replenish food items in the buffet</li> <li>○ Standard buffet setting</li> <li>○ Table service wares and linens</li> <li>○ Tables and service points to determine according to requirements, occasion and customer and staff accessibility</li> <li>○ Guidelines for storing buffet items before and after service</li> <li>○ Principles of food service</li> <li>○ Standard equipment and utensils for a buffet service</li> <li>○ Guidelines for a variety of buffet setting</li> <li>○ Food safety for storage of cooked food items</li> </ul>	<ul style="list-style-type: none"> <li>● PPT presentation</li> <li>● Group work</li> <li>● Hands On</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration with oral questioning</li> </ul>	
4. Establish and maintain quality control in food production	4.1 Establish quality control for food production	<ul style="list-style-type: none"> <li>● Read <ul style="list-style-type: none"> <li>○ Importance of quality control in the kitchen and it's link to overall business performance and profitability</li> </ul> </li> <li>● Discuss <ul style="list-style-type: none"> <li>○ Guidelines on how to ensure quality of raw material, cooking processes, portion control, presentation and protection of food from contamination</li> <li>○ Guidelines on how to maintain quality of ingredients and cooked food</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/ discussion</li> <li>● Demonstration</li> <li>● PPT presentation</li> <li>● Group work</li> <li>● Hands On</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Oral evaluation</li> <li>● Demonstration</li> </ul>	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Key areas for monitoring quality</li> <li>○ Features and benefits of different quality control mechanisms used in a commercial kitchen</li> <li>○ Food safety regulations and requirement for quality</li> <li>○ Quality systems and options suitable for a commercial cookery or catering enterprise</li> </ul>			
	4.2 Implement and monitor quality control procedures in food production	<ul style="list-style-type: none"> <li>● Discuss <ul style="list-style-type: none"> <li>○ Quality procedures for products and services are ensured to meet consistency and enterprise requirements.</li> <li>○ Products produced in-line with established quality standards are verified and ensured to match menu descriptions.</li> <li>○ Procedures to monitor quality are applied, including observation, formal audits and reviews, tasting and seeking feedback.</li> <li>○ Procedures to monitor applied and compliance with current food safety program and legislative and regulatory requirements are ensured.</li> </ul> </li> <li>● Perform <ul style="list-style-type: none"> <li>○ Enterprise quality policies and procedures in food production</li> <li>○ Verification procedures in ensuring food quality</li> <li>○ Monitoring procedures in ensuring food quality.</li> <li>○ Evaluation procedures in ensuring food quality.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/ discussion</li> <li>● Demonstration</li> <li>● PPT presentation</li> <li>● Group work</li> <li>● Hands On</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Oral evaluation</li> <li>● Demonstration</li> </ul>	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	4.3 Review quality control procedures in food production	<ul style="list-style-type: none"> <li>• Discuss <ul style="list-style-type: none"> <li>○ Problems related to quality control of food are identified and solved.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Demonstration</li> <li>• PPT presentation</li> <li>• Group work</li> <li>• Hands On</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Oral evaluation</li> <li>• Demonstration</li> </ul>	5 Hours
5. Prepare and serve special cuisine	5.1 A range of dishes for special cuisines are identified and selected.	<ul style="list-style-type: none"> <li>• Read <ul style="list-style-type: none"> <li>○ Fundamentals of Professional Cooking and Baking</li> <li>○ Global cuisine and importance of cultural influences</li> <li>○ Cultural and religious beliefs, and current dietary trends</li> </ul> </li> <li>• Discuss <ul style="list-style-type: none"> <li>○ Gastronomy</li> <li>○ Characteristics and customer preferences</li> <li>○ Factors influencing food choices</li> <li>○ Basic composition of a specific meal</li> <li>○ Ingredient familiarization</li> <li>○ Product knowledge</li> </ul> </li> <li>• Demonstrate/perform <ul style="list-style-type: none"> <li>○ Specialize cooking techniques</li> <li>○ Specific cooking equipment and its use</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Demonstration</li> <li>• PPT presentation</li> <li>• Group work</li> <li>• Hands On</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Oral evaluation</li> <li>• Demonstration with oral questioning</li> </ul>	15 Hours
	5.2 Prepare a range of special cuisine based on menu requirements and enterprise standards.	<ul style="list-style-type: none"> <li>• Discuss <ul style="list-style-type: none"> <li>○ Cultural requirements, steps and major issues in preparation of special dishes</li> <li>○ Production/service of menu communicated with front of house staff</li> <li>○ Special and sustainable Ingredients, and their availability</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Demonstration</li> <li>• PPT presentation</li> <li>• Group work</li> <li>• Hands On</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Oral evaluation</li> <li>• Oral questioning</li> </ul>	30 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Calculate quantities according to recipes and specifications.</li> <li>○ Ensure conditions of ingredients to maintain the freshness and quality</li> <li>○ Select environmentally friendly tools and equipment</li> <li>○ Guidelines for purchasing, receiving and storing procedures</li> <li>○ Principles of workflow</li> <li>○ Food safety</li> <li>○ Workplace and food safety, sanitation and hygiene in accordance with HACCP standards</li> <li>○ Guideline and principles of storage or holding temperatures to maintain quality and freshness prior to service.</li> <li>● Demonstrate/perform <ul style="list-style-type: none"> <li>○ Recipe quantification and costing</li> <li>○ Preparation techniques for a variety of ingredients</li> <li>○ Sauces, garnishes, and accompaniments appropriate for the dishes</li> <li>○ Heating procedures of cold or frozen stored food according to enterprise standards.</li> </ul> </li> <li>● Discuss <ul style="list-style-type: none"> <li>○ Product knowledge</li> <li>○ Ingredient familiarization</li> </ul> </li> <li>● Demonstrate/perform <ul style="list-style-type: none"> <li>○ Specialize cooking techniques</li> <li>○ Identify specific cooking equipment and utensils with dish requirement</li> </ul> </li> </ul>			
	5.3 Plate and present a range	<ul style="list-style-type: none"> <li>● Discuss</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/ discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Oral evaluation</li> </ul>	10 Hours



Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	of specialty dishes.	<ul style="list-style-type: none"> <li>○ Principles of classical and modern plating presentation</li> <li>○ Different Service Styles</li> <li>○ Guidelines in plate and packaging selection</li> <li>○ Proper portion size and portioning allocation</li> <li>○ Proper sequence of menu service</li> <li>○ Criteria for product and presentation evaluation</li> <li>● Demonstrate/perform <ul style="list-style-type: none"> <li>○ Variety of specialty cuisine presentation according to plating requirement including serving style</li> <li>○ Appropriate service wares or eco-friendly packaging to suite the type and style of presentation for complex dishes.</li> <li>○ Dishes portion according to required service requirements and enterprise standards.</li> <li>○ Present dishes hygienically, logically and sequentially within required timeframe</li> <li>○ Evaluate dish and visually adjust for presentation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration</li> <li>● PPT presentation</li> <li>● Group work</li> <li>● Hands On</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration with Oral questioning</li> </ul>	
	5.4 Store complex dishes	<ul style="list-style-type: none"> <li>● Demonstrate/perform <ul style="list-style-type: none"> <li>○ Enterprise standard on storage of Fresh and/or cryovac items</li> <li>○ Storage of food items in appropriate containers with proper labeled according to sanitation and safety standards and FIFO procedures.</li> </ul> </li> <li>● Discuss <ul style="list-style-type: none"> <li>○ Storage conditions to maintained freshness and quality</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/discussion</li> <li>● Demonstration</li> <li>● PPT presentation</li> <li>● Group work</li> <li>● Hands On</li> </ul>	<ul style="list-style-type: none"> <li>● Written Test</li> <li>● Oral evaluation</li> <li>● Demonstration with Oral questioning</li> </ul>	5 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Economic viability of preparation and holding quantities</li> </ul>			
6. Prepare and serve Garde Manger products	6.1 Identify, prepare and serve variety appetizers	<ul style="list-style-type: none"> <li>• Discuss               <ul style="list-style-type: none"> <li>○ Food production requirements for hot and cold appetizers</li> <li>○ Appetizer ingredients preparation, and identification according to standard recipe, quality, freshness and stock rotation requirements to minimize wastage</li> <li>○ Classification of sauces and dressing for appetizers</li> <li>○ Basic preparation for sauces and dressing for appetizers</li> <li>○ Food quality adjustments</li> <li>○ Relevant equipment, tools and utensils for salad preparation and presentation</li> <li>○ Food quality adjustment for standard appetizer recipes</li> <li>○ Appropriate service wares use to enhance visual presentation</li> </ul> </li> <li>• Demonstrate/perform               <ul style="list-style-type: none"> <li>○ Select and calculate standard recipes</li> <li>○ Prepare standard recipes</li> <li>○ Sauces and dressings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Demonstration</li> <li>• PPT presentation</li> <li>• Group work</li> <li>• Hands On</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral evaluation</li> <li>• Demonstration with Oral questioning</li> </ul>	10 Hours
	6.2 Prepare and serve variety of salads	<ul style="list-style-type: none"> <li>• Discuss               <ul style="list-style-type: none"> <li>○ Food production requirements for hot and cold salad dishes</li> <li>○ Calculate ingredients using standard recipe</li> <li>○ Classification of salad</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Demonstration</li> <li>• PPT presentation</li> <li>• Group work</li> <li>• Hands On</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral evaluation</li> <li>• Demonstration with Oral questioning</li> </ul>	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Enterprise standards on nutritional eating qualities</li> <li>○ Basic fundamentals of a salad composition</li> <li>○ Terms and trade names for special and sustainable ingredients including market forms</li> <li>○ Arrangements and presentation including structure of a salad</li> <li>○ Procedures for quantifying salad for production</li> <li>○ Principles and Guidelines for making the following:               <ul style="list-style-type: none"> <li>- Vegetable salad including variations</li> <li>- Green leafy salad</li> <li>- Cooked salad</li> <li>- Fruit salad</li> <li>- Gelatin salad</li> </ul> </li> <li>○ Principles and guidelines for making salad dressings and sauces including:               <ul style="list-style-type: none"> <li>- Emulsions</li> <li>- Oil and vinegar</li> </ul> </li> <li>○ Guidelines for making mayonnaise</li> <li>○ Principles of workflow planning and work scheduling to ensure quality</li> <li>● Demonstrate/perform               <ul style="list-style-type: none"> <li>○ Salad preparation techniques</li> <li>○ Dressing and sauces</li> </ul> </li> </ul>			
	6.3 Prepare and serve a variety of sandwich	<ul style="list-style-type: none"> <li>● Discuss               <ul style="list-style-type: none"> <li>○ Classical and contemporary Sandwich</li> <li>○ Suitable bases from a range of bread</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/discussion</li> <li>● Demonstration</li> <li>● PPT presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Written test</li> <li>● Oral evaluation</li> <li>● Demonstration with Oral questioning</li> </ul>	5 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Standard ingredients for Sandwiches</li> <li>○ Types and classification of bread</li> <li>○ Appropriate techniques used to prepare sandwich</li> <li>○ Suitable accompaniments and service wares for sandwiches</li> <li>○ Store Sandwiches hygienically at correct environmental condition to maintain freshness and quality</li> </ul>	<ul style="list-style-type: none"> <li>● Group work</li> <li>● Hands On</li> </ul>		
	6.4 Select, prepare and serve various cheeses	<ul style="list-style-type: none"> <li>● Discuss <ul style="list-style-type: none"> <li>○ Variety of cheeses and cheese Products</li> <li>○ Guidelines for Storage of cheese to minimize wastage</li> <li>○ Safe food handling practices for cheese</li> <li>○ Cheese board</li> <li>○ Appropriate equipment and tools for cheese</li> </ul> </li> <li>● Demonstration/ perform <ul style="list-style-type: none"> <li>○ Prepare Cheeses for food service</li> <li>○ Cheese standard presentation</li> <li>○ Guideline for cheese accompaniments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/ discussion</li> <li>● Demonstration</li> <li>● PPT presentation</li> <li>● Group work</li> <li>● Hands On</li> </ul>	<ul style="list-style-type: none"> <li>● Written test</li> <li>● Oral evaluation</li> <li>● Demonstration with Oral questioning</li> </ul>	5 Hours
	6.5 Prepare and serve a variety of charcuterie products	<ul style="list-style-type: none"> <li>● Discuss <ul style="list-style-type: none"> <li>○ Prepare charcuterie products according to standard recipes</li> <li>○ Appropriate ingredients for charcuterie products</li> <li>○ Determine specialized equipment correctly and use safely according to manufacturer's instruction and enterprise requirements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/ discussion</li> <li>● Demonstration</li> <li>● PPT presentation</li> <li>● Group work</li> <li>● Hands On</li> </ul>	<ul style="list-style-type: none"> <li>● Written test</li> <li>● Oral evaluation</li> <li>● Demonstration with Oral questioning</li> <li>● Third party report</li> </ul>	5 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Present charcuterie products Attractively for various uses</li> <li>○ Store charcuterie products In appropriate containers, properly labeled and under specific environmental condition</li> <li>● Demonstrate/perform <ul style="list-style-type: none"> <li>○ Present cheese platter with appropriate accompaniments</li> </ul> </li> </ul>			
7. Develop and maintain beverage and wine product knowledge	7.1 Obtain product information on non-alcoholic and alcoholic beverages	<ul style="list-style-type: none"> <li>● Discuss <ul style="list-style-type: none"> <li>○ General information on beverage products</li> <li>○ Develop and maintain beverage and wine product knowledge in line with job role and responsibilities</li> <li>○ Identification features of specific food and beverages which have potential customer appeal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/ discussion</li> <li>● Demonstration</li> <li>● PPT presentation</li> <li>● Group work</li> <li>● Hands On</li> </ul>	<ul style="list-style-type: none"> <li>● Written test</li> <li>● Oral evaluation</li> <li>● Oral questioning</li> <li>● Third party report</li> </ul>	15 Hours
	7.2 Develop beverage knowledge	<ul style="list-style-type: none"> <li>● Discuss <ul style="list-style-type: none"> <li>○ Types of non-alcoholic and alcoholic beverages</li> <li>○ Beverage quality and characteristics</li> <li>○ Origins and production methods for different types of beverages.</li> <li>○ Proper service styles for different beverages</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/ discussion</li> <li>● Demonstration</li> <li>● PPT presentation</li> <li>● Group work</li> </ul>	<ul style="list-style-type: none"> <li>● Written test</li> <li>● Oral evaluation</li> <li>● Oral questioning</li> <li>● Third party report</li> </ul>	10 Hours
8. Prepare bakery products for patisserie	8.1 Prepare a variety of bakery products	<ul style="list-style-type: none"> <li>● Demonstration/ perform <ul style="list-style-type: none"> <li>○ Select ingredients according to enterprise standard recipe, style and production requirements</li> <li>○ Prepare and produce variety of bakery products according to enterprise desired characteristics</li> <li>○ Use of appropriate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration</li> <li>● Group work</li> <li>● Hands On</li> </ul>	<ul style="list-style-type: none"> <li>● Written test</li> <li>● Demonstration with oral questioning</li> <li>● Third Party report</li> </ul>	30 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<p>equipment to prepare and bake products</p> <ul style="list-style-type: none"> <li>○ Apply Correct procedures and techniques to produce bakery products</li> <li>○ Prepare fillings, icings and an array decorative items for presentation of bakery products</li> </ul>			
	8.2 Present and display a variety bakery products	<ul style="list-style-type: none"> <li>• Demonstrate/perform <ul style="list-style-type: none"> <li>○ Present bakery products according to standard recipes, customer preferences using appropriate service equipment</li> </ul> </li> <li>• Discuss <ul style="list-style-type: none"> <li>○ Guidelines and Principles of presentation and plating dessert</li> <li>○ Portion control for quality and profitability</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Demonstration</li> <li>• PPT presentation</li> <li>• Group work</li> <li>• Hands On</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral evaluation</li> <li>• Demonstration with oral questioning</li> <li>• Third party report</li> </ul>	20 Hours
	8.3 Store a variety of bakery products	<ul style="list-style-type: none"> <li>• Discuss and demonstrate <ul style="list-style-type: none"> <li>○ Correct and suitable temperature storage of bakery products</li> <li>○ Maintain appearance and freshness</li> <li>○ Methods to preserve and maintain quality and taste</li> <li>○ Food safety procedures regarding use of packaging materials for baked products</li> <li>○ FIFO operating procedures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Demonstration</li> <li>• PPT presentation</li> <li>• Group work</li> <li>• Hands On</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral evaluation</li> <li>• Demonstration with oral questioning</li> <li>• Third party report</li> </ul>	5 Hours
9. Apply catering controls and procedures	9.1 Apply catering controls and procedures	<ul style="list-style-type: none"> <li>• Discuss <ul style="list-style-type: none"> <li>○ Identify the range of catering products used within the enterprise</li> <li>○ Use requisition/portion control.</li> <li>○ Correct use standard recipes</li> <li>○ Use calibrated equipment to portion the sizes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Demonstration</li> <li>• PPT presentation</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral evaluation</li> <li>• Demonstration with oral questioning</li> </ul>	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Ordering and stock rotation practices are implemented</li> <li>○ Optimum storage conditions to minimize contamination, wastage, loss and theft.</li> <li>○ Appropriate measures to reduce loss</li> <li>● Demonstrate/perform</li> <li>○ Standard portion cut, size and weight for all types of service</li> </ul>	<ul style="list-style-type: none"> <li>● Hands On</li> </ul>	<ul style="list-style-type: none"> <li>● Third party report</li> </ul>	
	9.2 Minimize Wastage	<ul style="list-style-type: none"> <li>● Demonstrate/perform <ul style="list-style-type: none"> <li>○ Waste minimization techniques and utilization of trimming</li> <li>○ Proper waste disposal</li> </ul> </li> <li>● Discuss <ul style="list-style-type: none"> <li>○ Principles of the 3 R's (Reuse, Reduce, and Recycle)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/discussion</li> <li>● Demonstration</li> <li>● PPT presentation</li> <li>● Group work</li> <li>● Hands On</li> </ul>	<ul style="list-style-type: none"> <li>● Written test</li> <li>● Oral evaluation</li> <li>● Demonstration with oral questioning</li> <li>● Third party report</li> </ul>	10 Hours
10.1 Plan and cost menus	10.1 Identify customer preferences	<ul style="list-style-type: none"> <li>● Discuss <ul style="list-style-type: none"> <li>○ Characteristics of different markets and food preferences</li> <li>○ Identify customer profile, and preferences for specific market groups</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/discussion</li> <li>● PPT presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Written test</li> <li>● Oral questioning</li> <li>● Third party report</li> </ul>	5 Hours
	10.2 Plan Menus	<ul style="list-style-type: none"> <li>● Discuss <ul style="list-style-type: none"> <li>○ Fundamental of Menu development</li> <li>○ Principles of Menu Planning including: <ul style="list-style-type: none"> <li>- Service style</li> <li>- Types of menu</li> <li>- Menu development and constraints</li> <li>- Menu Layout</li> </ul> </li> <li>○ Menu Balancing and performance indicators</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture/discussion</li> <li>● PPT presentation</li> <li>● Group work</li> <li>● Hands On</li> <li>● Practical exercise</li> </ul>	<ul style="list-style-type: none"> <li>● Written test</li> <li>● Oral questioning</li> <li>● Third party report</li> </ul>	10 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>- Prices</li> <li>- Ingredients</li> <li>- Cooking styles</li> <li>- Complexity</li> <li>- Traditional and contemporary</li> <li>- Taste and texture</li> </ul>			
	10.3 Cost menus	<ul style="list-style-type: none"> <li>• Discuss <ul style="list-style-type: none"> <li>○ Fundamentals and principles of menu costing including: <ul style="list-style-type: none"> <li>- Cost control</li> <li>- Food cost factors</li> <li>- Standard recipes</li> <li>- Cost of ingredients</li> <li>- Labor cost</li> <li>- Overheads</li> <li>- Pricing</li> </ul> </li> <li>○ Itemize proposed menu components for food production</li> <li>○ Determine yield and Portion <ul style="list-style-type: none"> <li>- Portion control</li> <li>- Portion sizes</li> <li>- Yield testing</li> </ul> </li> </ul> </li> <li>• Demonstrate/ perform calculation <ul style="list-style-type: none"> <li>○ Recipe cost worksheet</li> <li>○ Portion yield cost</li> <li>○ Market list (quantitative)</li> <li>○ Basic financial statement</li> <li>○ Food cost summary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• PPT presentation</li> <li>• Group work</li> <li>• Hands On</li> <li>• Practical exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral questioning</li> <li>• Third party report</li> </ul>	25 Hours
	10.4 Write menu content	<ul style="list-style-type: none"> <li>• Discuss <ul style="list-style-type: none"> <li>○ Write menus using: <ul style="list-style-type: none"> <li>- Words that appeal to customers</li> <li>- Correct use of names for style of cuisine</li> </ul> </li> <li>○ Use descriptive words to promote sale of menu items.</li> <li>○ Culinary terminologies for menus</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• PPT presentation</li> <li>• Group work</li> <li>• Hands On</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Demonstration with Oral questioning</li> <li>• Third party report</li> </ul>	5 Hours



Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
			<ul style="list-style-type: none"> <li>• Practical exercise</li> </ul>		
	10.5 Evaluate menu success	<ul style="list-style-type: none"> <li>• Discuss               <ul style="list-style-type: none"> <li>○ Use ongoing feedback from customers and others to improve menu performance.</li> <li>○ Assess success of menus against customer satisfaction and sales data.</li> <li>○ Adjust menus based on feedback and profitability</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• PPT presentation</li> <li>• Group work</li> <li>• Hands On</li> <li>• Practical exercise</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Demonstration with Oral questioning</li> <li>• Third party report</li> </ul>	5 Hours

## 3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.
  - a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)
  - b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
  - c. Training can be done in an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.
  - d. Assessment is based on the collection of evidence of the performance of work to the industry required standards;
  - e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.
  - f. Training program allows for recognition of prior learning (RPL) of current competencies;
  - g. Training completion is based on satisfactory performance of all specified competencies.
2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:

### 2.1 Institution- Based:

- Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;
- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

- The traditional classroom-based or in-center instruction uses of learner-centered methods as well as laboratory or field-work components.

## **2.2 Enterprise-Based:**

- Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.
- Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsman wherein the agreement may be written or oral and the master craftsman commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsman.
- Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

**2.3 Community-Based** – Community-Based – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).

## **3.3 TRAINEE ENTRY REQUIREMENTS**

Trainees or students who wish to enter this training should possess the following requirements:

- Must be competent in COOKERY NC II qualification gained through training or experience or certification;
- Can communicate in basic English in both oral and written form;
- Can perform basic mathematical computation;
- Holder of a Health Certificate (free of hepatitis or any communicable disease)

### 3.4 LIST OF TOOLS AND EQUIPMENT PROFESSIONAL COOKERY (FOOD PRODUCTION) – NC III

Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees **PROFESSIONAL COOKERY (FOOD PRODUCTION NC III)** are as follows:

OFFICE EQUIPMENT		LABORATORY EQUIPMENT		HEAVY KITCHEN EQUIPMENT	
QTY		QTY		QTY	
3 units	Computer with Internet Connection	5 units	Four-burner gas range w/ oven	1 unit	Air Conditioner
1 unit	Air Conditioner	1 unit	Deck Oven (4-Tray Capacity)	1 unit	Emergency light
1 pc	Directional Signage/s for each room	1 unit	Stainless Commercial Upright Freezer, 20 cu. ft	1 unit	Demo Table with Overhead Mirror
1 unit	Emergency Light	1 unit	Stainless Commercial Upright Chiller, 20 cu. ft	5 units	Preparation table (Approx. 45" X 28")
1 unit	Telephone	1 unit	Deep fat fryer (4 L-capacity)	1 unit	Bain-Marie Table with 4 compartments
1 unit	Colored Printer	5 unit	Exhaust hood	2 units	Condiment cabinet
		1 unit	Meat grinder	1 unit	Utility cart
		1 unit	Meat Chopper/ Vertical Cutting Machine	1 unit	Three Compartment Washing sink
1 unit	LCD Projector	3 units	High pressure burner	2 units	Handwashing Sink
1 unit	Video Player	1 unit	Low pressure burner	1 unit	Soak sink
1 unit	Flip chart	2 units	Pressure cooker - small	2 unit	Utility shelving
1 unit	White board	2 units	Pressure cooker – medium	10 units	Stainless steel rack (5 shelves)
25 pcs	Marker	1 unit	Food Processor		
25 pcs	Pencil	1 unit	Microwave oven		<b>FACILITIES</b>
2 rms	Bond paper	1 unit	Griddle – small		Workshop
		1 unit	Meat slicer – small		Laboratory
		2 units	Counter Top Mixer (5 qt)		Audio-Visual Room
		5 units	Electric Mixer, Hand Held		Lecture Room
		1 unit	Salamander		Storage/Stock Room
		1 unit	Griller		Research Room/Library
		3 unit	Blender/Osterizer		
<b>HAND TOOLS</b>		<b>HAND TOOLS</b>		<b>CUTTING TOOLS AND IMPLEMENTS</b>	
5 pcs	Brush, Basting	20 pcs	Mixing Bowl – S/S, 18 cm	10 pcs	Green Chopping Board
1 pc	Chinois – large	10 pcs	Mixing Bowl – S/S, 20 cm	1 pc	Green Chopping Board (for Halal only)
3 pcs	Chinois – medium	10 pcs	Mixing Bowl – S/S, 22 cm	5 pcs	Yellow Chopping Board
3 pcs	Chinois – small	10 pcs	Mixing Bowl – S/S, 28 cm	1 pc	Yellow Chopping Board (for Halal only)
3 pcs	Colander – medium	5 pcs	Mixing Bowl – S/S, 30 cm	5 pcs	Blue Chopping Board
3 pcs	Colander – small	5 pcs	Mixing Bowl – S/S, 36 cm	1 pc	Blue Chopping Board (for Halal only)
5 pcs	Cooling Rack	5 pcs	Scoop # 6 (5 oz.)	5 pcs	Brown Chopping Board

5 pcs	Digital Weighing scale – 5 kilos, 1g increment	5 pcs	Scoop #10 (3 oz.)	1 pc	Brown Chopping Board (for Halal only)
2 pcs	Egg Slicer	5 pcs	Scoop #16 (2 oz.)	5 pcs	White Chopping Board
2 pcs	Funnel – medium	5 pcs	Scoop #30 (1 oz.)	1 pc	White Chopping Board (for Halal only)
5 pcs	Funnel – small	5 pcs	Scoop #8 (4 oz.)	5 pcs	Chef's knife 8"
3 pcs	Grater, Box Type	3 pcs	Drum Sieve	5 pcs	Chef's knife 10"
3 pcs	Grater, Hand-held	5 pcs	Skimmer, Fine	1 unit	S/S Mandolin
5 pcs	Kitchen fork	5 pcs	Skimmer, Spider	5 pcs	Filleting knife
5 pcs	Kitchen spoon – perforated	5 pcs	Spatula, Grill (3" X 6")	5 pcs	Carving knife
5 pcs	Kitchen spoon – slotted	5 pcs	Spatula, Offset Metal	3 pcs	Whetstone/Sharpening Stone
5 pcs	Kitchen spoon – solid	5 pcs	Spatula, Straight Metal	5 pcs	Knife Storage Block (Wood)
3 pcs	Ladle 1 oz.	10 pcs	Spatula, Silicone/Heat-Resistant	3 pcs	Bread knife
3 pcs	Ladle 3 oz.	5 pcs	Spatula, Wooden	5 pcs	Boning knife
3 pcs	Ladle 6 oz.	5 pcs	Squeeze Bottle – 100 ml	3 pcs	Clam/Oyster knife
5 pcs	Ladle 8 oz.	5 pcs	Squeeze Bottle – 250 ml	3 pcs	Cleaver
3 pcs	Ladle 12 oz.	5 pcs	Squeeze Bottle – 500 ml	5 pcs	Scimitar/Butcher knife
5 pcs	Liquid Measuring Pitcher – 1 Liter	3 pcs	Strainer, medium	5 pcs	Can opener
5 pcs	Liquid Measuring Pitcher – 500 ml	3 pcs	Strainer, small	5 pcs	Paring knife
5 pcs	Liquid Measuring Pitcher – 250 ml	5 pcs	Tongs – 12 in.	1 unit	Food Mill
5 sets	Measuring cup	5 pcs	Tongs – 8 in.	5 pcs	Kitchen shears
5 sets	Measuring spoon	5 doz.	Utility Bowl, 3.5 in.	2 pcs	Apple corer
5 pcs	Meat Mallet	2 pcs	Weighing scale – 5 kgs.	5 pcs	Peelers
3 pcs	Mortar and Pestle	3 pcs	Wire Skimmer, small	5 pcs	Microplane Zester
5 pcs	Parisienne scoop	5 pcs	Wire whisk – 8 in.	2 pcs	Fish Scaler
3 pcs	Potato Masher	5 pcs	Wire whisk – 10 in.	5 pcs	Honing Steel
5 pcs	Rolling Pin – 14 in.	5 pcs	Wire whisk – 12 in.	3 pcs	Carving fork
20 pcs	Mixing Bowl – Stainless Steel, 15 cm	5 pcs	Wooden spoon	2 pcs	Pastry Wheel/ Pizza Cutter
<b>SMALL EQUIPMENT</b>		<b>Baking Tools and Utensils</b>		<b>Contemporary Cooking Tools and Equipment</b>	
5 pcs	Thermometer, Instant Read	5 pcs	Baking Pan, 18" x 13"	1 unit	Table Top Vacuum Machine
6 pcs	Thermometer, Oven	5 pcs	Baking Pan, 9" x 13"	1 unit	Sous Vide Machine
2 pcs	Thermometer, Candy/Deep Fry	5 pcs	Baking/Cookie Sheet, 9" X 13"	1 unit	Precision Scale, increments of 0.1 gram
2 pcs	Thermometer, Meat	5 pcs.	Dough Cutter, S/S	2 units	Siphon
5 pcs	Kitchen Timer	5 pcs.	Bowl Scraper	1 unit	Anti-griddle (Optional)
<b>COOKING UTENSILS</b>		5 pcs.	Cake Rack, 11.5" x 16.5"	1 unit	Smoking Gun (Optional)
2 pcs.	Dutch Oven, 6 qt.	5 pcs.	Cake Rack, 8.5" x 12"	1 unit	Hypodermic Syringe (Opt.)
1 pc.	Fish Poacher	20 pcs	Cake Ring, 3" X 2"		

5 pcs	Grill Pan, Cast Iron	5 pcs	Cake Ring, 6" X 3"	<b>CONTEMPORARY INGREDIENTS</b>	
5 pcs	Non-stick frying pan – 6"	10 pcs	Cake Ring, 8" X 3"		Lecithin
5 pcs	Non-stick frying pan – 8"	3 sets	Cookie Cutter, Round		Calcium Salt
5 pcs	Paellera, 10"	5 pcs	Jelly Roll Pan		Sodium Alginates
2 pcs	Roasting tray with rack, 10" x 14"	4 pcs.	Loaf Pan, 8" X 3 ½"		Xanthan Gum
5 pcs.	Rondeau/Braising Pan, 1 qt	5 pcs.	Muffin Pan, ¾-1 oz.		Agar-Agar
5 pcs.	Rondeau/Braising Pan, 2 qt	10 pcs.	Muffin Pan, 3 oz.		Carrageenan
5 pcs.	Sauce Pan (1 qt.)	5 pcs	Pastry Brush		Gellan
5 pcs.	Sauce Pan (3 qts.)	10 pcs	Pie Pan, 3"		Methylcellulose
5 pcs.	Sauce Pan (4 qts.)	5 pcs	Pie Pan, 6"		
5 pcs	Sauce Pot (3 qts)	5 pcs	Pie Pan, 8"	<b>MISCELLANEOUS</b>	
5 pcs.	Sauté Pan (Slope Sided) / Fry Pan, 6"	5 pcs.	Piping Bag		Toothpick
5 pcs.	Sauté Pan (Slope Sided) / Fry Pan, 8"	5 sets	Piping/Pastry Tubes		Aluminum Foil
5 pcs.	Sauté Pan (Slope Sided) / Fry Pan, 10"	20 pcs	Ramekin, 2"		Wax Paper
5 pcs.	Sauté Pan (Straight Sided), 6"	30 pcs	Ramekin, 3"		Cling Wrap
3 pcs.	Sauté Pan (Straight Sided), 8"	5 pcs.	Rectangular Pans, 8" X 12" X 2"		Tissue Paper
3 pcs.	Sauté Pan (Straight Sided), 10"	5 sets.	Rolling Pin		Paper Towel
3 sets	Steamers	5 pcs.	Square Pans, 8" X 8" X 2"		Liquid Soap
1 pc.	Stockpot, 10 qt	4 pcs.	Tube Pan, 4" X 10"		Cheese cloth
5 pcs	Stockpot, 3 qt.				Butcher's String
2 pcs.	Stockpot, 4 qt	<b>Dishwashing Tools/Equipment</b>			Pot Holder
10 pcs	Utility Tray (Stainless Steel)	1 unit	Dishwashing Machine (Optional)		
3 pcs.	Wok, 12"	5 pcs.	Dish Pans/ Draining Rack		
2 pcs.	Wok, 18"				
<b>DINNERWARE AND CUTLERIES</b>		<b>SERVICE WARE AND HOLLOWARE</b>		<b>SERVICE EQUIPMENT AND LINEN</b>	
10 pcs	Salad Plate – 8 in.	2 pcs	Serving Platter, Oval, 10"	6 pcs	Chaffing Dish – Full Pan
10 pcs	Fish Plate – 9 in.	2 pcs	Serving Platter, Oval, 12"	2 pcs	Chaffing Dish – Half Pan
10 pcs	Dinner Plate – 10 in.	2 pcs	Serving Platter, Rectangular, 10"	6 pcs	Gastronorm – 1/1 X 2"
10 pcs	Entree Plate – 12 in.	2 pcs	Serving Platter, Rectangular, 12"	4 pcs	Gastronorm – 1/2 X 2"
10 pcs	Dessert Plate – 7 in.	2 pcs	Serving Spoon	3 pcs	Gastronorm – 1/3 X 2"
10 pcs	Bread Plate – 6 in.	2 pcs	Serving Fork	4 pcs	Gastronorm – 1/4 X 2"
10 pcs	Soup Plate, 8"	2 pcs	Soup Ladle	9 pcs	Gastronorm – 1/9 X 2"
10 pcs	Pasta Plate, 12"	2 pcs	Sauce Ladle	9 pcs	Gastronorm – 1/9 X 4"

10 pcs	Bread and Butter Plate – 6 in.	2 pcs	Sauce Boat	1 pc	Soup Chaffing Dish
10 pcs	Cereal Bowl - 6 in.	2 pcs	Soup Tureen	10 pcs	Table Napkin (20" X 20")
10 pcs	Soup Bowl	2 pcs	Bar Tray	2 pcs	Table Cloth (90 X 132" diameter)
10 pcs	Consommé Cup with Underliner	2 pcs	Pitcher	2 pcs	Table Top Cloth (60" X 60")
10 pcs	Egg Cup Holder	2 pcs	Salt and Pepper Shaker	2 pcs	Round Table (Stackable, 5 ft diameter)
10 pcs	Cup and Saucer	2 pcs	Coffee/Tea Set	1 pc	Rectangular Table (30" w X 72" L X 29" H)
10 pcs	Demitasse & Saucer	2 pcs	Sugar & Cream Container	10 pcs	Tiffany Chairs
10 pcs	Dinner Knife	2 pcs	Bread Tong	1 unit	Service Station/Table
10 pcs	Fish Knife	2 pcs	Bread Basket	1 unit	Gueridon Trolley
10 pcs	Salad Knife	2 pcs	Flower Vase	2 pcs	Glass rack
10 pcs	Dinner Fork	2 pcs	Oval Service Tray	1 pc.	Soup cup rack
10 pcs	Salad Fork	2 pcs	Napkin Holder	2 pcs	Plate rack
10 pcs	Fish Fork	2 pcs	Tray Jack	3 pcs	Utility Can for Silverware
10 pcs	Cake/Tea Fork			1 unit	Utility Cart/Trolley
10 pcs	Dinner Spoon	<b>SAFETY TOOLS &amp; EQUIPMENT</b>		1 unit	Butane Stove
10 pcs	Soup Spoon	2 units	First Aid Cabinet with First Aid Kit	<b>TRAINING RESOURCES</b>	
10 pcs	Dessert Spoon				Manuals
10 pcs	Teaspoon	1 units	Three Step Ladder		Books
10 pcs	Espresso Spoon	2 units	Fire extinguisher – Red		CDs and DVDs
10 pcs	Steak Knife	2 units	Fire extinguisher - Green		Charts
10 pcs	Butter Knife				Pictures
10 pcs	Water Goblet	<b>CLEANING MATERIALS</b>			Magazines
10 pcs	White Wine Glass	4 pcs	Floor mops		
10 pcs	Red Wine Glass	1 pc.	Mop Squeezer		
10 pcs	Champagne Flute	4 pcs	Broom (tambo)		
10 pcs	Cocktail Glass	2 pcs	Dust pan		
10 pcs	Margarita Glass	6 pcs	Garbage bin (32 gals.)		
10 pcs	Coupe Glass	2 pcs	Liquid soap dispenser		
10 pcs	Juice Glass (8 oz.)	2 pcs	Hand Sanitizer dispenser		
10 pcs	Highball Glass (12 oz)	2 pcs	Paper towel dispenser		
<b>MEAT</b>		<b>DRY GOODS (GROCERIES)</b>		<b>PERISHABLES</b>	
	Beef		Sauces		Vegetable
	Pork		Spices		Fruits
	Lamb		Seasoning		Dairy products
			Canned fruits		Processed foods
<b>POULTRY</b>			Canned vegetables		
	Chicken		Noodles	<b>HALAL INGREDIENTS</b>	
	Duck		Pasta		Halal Gelatine
	Turkey		Rice		Halal Animal Shortening
	Pigeon, etc.		Flour		Halal Meat
			Sugar		Halal Processed Foods
<b>SEAFOOD</b>			Beans		

	Fish				
	Shellfish				
	Crustacean				

**NOTE:** Implementation of the training program can be made possible through a Memorandum of Agreement (**MOA**) between the **training school** and **industry** for the use of the facilities. This is in response to the resource limitations of the training school due to the high cost of equipment.

### 3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees.

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Student/Trainee Working Space	1 x 1 m.	1 sq. m.	25 sq. m
Lecture/Demo Room	8 x 5 m.	40 sq. m.	40 sq. m.
Laboratory	8 x 5 m.	40 sq. m.	40 sq. m.
Learning Resource Center	3 x 5 m.	15 sq. m.	15 sq. m.
Facilities/Equipment/Circulation Area			36 sq. m.
<b>Total workshop area:</b>			<b>156 sq. m.</b>

**NOTE:** Training Center may enter into Memorandum of Agreement (MOA) with industry for use of facilities and equipment



### **3.6 TRAINER'S QUALIFICATIONS**

- Must be a holder of National TVET Trainer's Certificate (NTTC) Level I in FOOD PRODUCTION (PROFESSIONAL COOKERY) NC III
- Must have at least 3 years work experience in the food production industry **or** has taught or delivered training programs in Cookery NC II for at least 2 years.
- Must be a holder of a Health Certificate (free of hepatitis or any communicable disease)
- Must have an industry recognized National or International Food Safety, Sanitation and Hygiene Certification (ServSafe™ Certification or its equivalent)
- Must have attended relevant training and seminars such as:
  - Current trends in cookery and baking
  - Menu Costing
  - Catering Management

### **3.7 INSTITUTIONAL ASSESSMENT**

Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

## SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

*Competency Assessment* is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements

### 4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence through project-type full qualification assessment covering all the units of competency that comprise the Training Regulations for FOOD PRODUCTION (PROFESSIONAL COOKERY) NC III as listed in Section 1 following the group or cluster of Core Competencies:

#### 4.1.1.1 COC 1 Plan, Prepare, Hold, and Present Foods

- Monitor daily cleaning routines
- Apply and demonstrate current trends in methods of cookery
- Organize bulk cooking operations for buffet service
- Establish and maintain quality control in food production
- Prepare and serve special cuisines

#### 4.1.1.2 COC 2 Plan, Cost and Prepare Quantity Foods

- Plan, Cost, and Prepare Quantity Foods
- Organize bulk cooking operations for buffet service
- Develop and maintain beverage and wine product knowledge
- Apply catering control and procedures
- Plan and cost menus

Successful candidates shall be awarded Certificates of Competency (COC).

4.1.2 Upon accumulation and submission of all COCs acquired, an individual shall be issued the corresponding National Certificate.

4.1.3 Candidates wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency.

4.1.4 Assessment shall cover all the competencies of the qualification with the basic and common units integrated or assessed concurrently with the core units of competency.

4.1.5 The following are qualified to apply for assessment and certification:

- Graduates of formal, non-formal and informal institutions and enterprise-based training programs
  - Experienced Workers (wage employed or self-employed)
- 4.1.6 For the renewal of valid or expired National Certificate (NC) or Certificate of Competency (COC) under Commercial Cooking NC III will have to undergo assessment in the amended TR for Food Production (Professional Cookery) NC III.
- 4.1.7 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment.
- 4.1.8 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following:
- a. Entry requirements for candidates
  - b. Evidence gathering methods
  - c. Qualification requirements of competency assessors
  - d. Specific assessment and certification arrangements as identified by industry

## 4.2 Competency Assessment Requisite

- 4.2.1 **Self-Assessment Guide.** The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.  
This document can:
- a. Identify the candidate's skills and knowledge
  - b. Highlight gaps in candidate's skills and knowledge
  - c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented
  - d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior `
- 4.2.2 **Accredited Assessment Center.** Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.
- 4.2.3 **Accredited Competency Assessor.** Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

**COMPETENCY MAP - TOURISM Sector  
(Hotel and Restaurant)  
FOOD PRODUCTION  
(PROFESSIONAL COOKERY) NC III**

**ANNEX A**

**CORE COMPETENCIES**

Clean and maintain kitchen premises	Prepare meat dishes	Prepare seafood dishes	Organize bulk cooking operations for buffet service	Prepare bakery products for patisserie	Select catering systems	Monitor catering costs and revenues		
Prepare stocks, sauces and soups	Prepare vegetable dishes	Prepare desserts	Establish and maintain quality control in food production	Apply catering control and procedures	Design menus to meet specific market requirements	Develop a food safety program		
Prepare appetizers	Prepare egg dishes	Package prepared food	Prepare and serve special cuisines	Plan and cost menus	Design meals to meet special dietary, religious and cultural requirements	Implement safety, health, environmental, and sustainable policies and procedures		
Prepare salads and dressings	Prepare starch dishes	Monitor daily cleaning routines	Plan and prepare Garde Manger products	Manage food production operations for catering	Prepare catering tenders			
Prepare sandwiches	Prepare poultry and game dishes	Apply and demonstrate current trends in methods of cookery	Develop and maintain beverage and wine product knowledge	Manage bakery and patisserie production for catering	Plan and manage menu-based catering for an event or function			

**COMMON COMPETENCIES**

Develop and update industry knowledge	Perform workplace and safety practices	Work cooperatively in a general administration environment	Control and Order stock	Maintain hospitality industry knowledge	Manage quality customer service	Use the assessment system for training outcomes		
Observe workplace hygiene procedures	Provide effective customer service	Maintain quality customer/guest service	Prepare and deliver training sessions	Perform child protection duties relevant to the tourism industry	Manage finances within a budget			

**COMMON COMPETENCIES**

Perform computer operations	Receive and resolve customer complaints	Roster staff	Plan, conduct and evaluate staff performance assessment	Develop and supervise operational approaches	Plan and implement a series of training events			
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**BASIC COMPETENCIES**

Participate in workplace communication	Lead workplace communication	Propose methods of applying learning and innovation in the organization	Facilitate entrepreneurial skills for micro-small- medium enterprises (MSMEs)	Contribute to the practice of social justice in the workplace	Lead towards improvement of environment work programs, policies and procedures			
Work in a team environment	Lead small teams	Use information systematically	Utilize specialized communication skills	Manage innovative work instructions	Sustain entrepreneurial skills			
Practice career professionalism	Apply critical thinking and problem-solving techniques in the workplace	Evaluate occupational safety and health work practices	Develop and lead teams	Manage and evaluate usage of information				
Practice occupational health and safety procedures	Work in a diverse environment	Evaluate environmental work practices	Perform higher-order thinking processes and apply techniques in the workplace	Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures				

**BASIC  
COMPETENCIES**

Work in a team environment	Lead small teams	Use information systematically	Utilize specialized communication skills	Manage innovative work instructions	Sustain entrepreneurial skills			
Practice career professionalism	Apply critical thinking and problem-solving techniques in the workplace	Evaluate occupational safety and health work practices	Develop and lead teams	Manage and evaluate usage of information				
Practice occupational health and safety procedures	Work in a diverse environment	Evaluate environmental work practices	Perform higher-order thinking processes and apply techniques in the workplace	Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures				

## GLOSSARY OF TERMS

1. **Aging (of Meat)** – A controlled process where connective tissue and other proteins of the meat is broken down by the natural enzymes to improve taste and/or tenderness.
2. **Anti-griddling** – A process where food is flash frozen or semi-frozen on a chilled metal griddle.
3. **Audit** – An official inspection of an individual's or organization's accounts, typically by an independent body.
4. **Charcuterie** – The branch of cooking devoted to prepared meat products, such as bacon, ham, sausage, terrines, galantines, ballotines, pates and confit, primarily from pork.
5. **Convenience Product** - A product that has had all or part of the preparation done.
6. **Direct Cost** – The costs which are directly accountable to a cost object.
7. **Eco-friendly Packaging** - May refer to packaging that are produced to improve ecological and environmental impacts
8. **Emulsification** – The process of mixing two immiscible (unmixable) liquids.
9. **Engastration** – A cooking technique in which the cook stuffs the remains of one animal into another animal.
10. **Environmentally Friendly Tools and Equipment** – refer to tools and equipment that minimize generation of wastage and emissions in all environmental media (air, soil, water), reduces usage of non-renewable resources, particularly by means of efficient use of energy using other natural resources (solar, wind, biomass, geothermal and biofuel), and/or energy saving
11. **Expense** - Costs incurred in the normal course of operations to support the production of revenue
12. **Farinaceous Dishes** – A term that denotes that a food product that contains a high proportion of starch
13. **Feedback** – A system of giving information or advice to others, in response to an activity, action or performance of a task, etc., which is used as a basis for improvement.
14. **Flash Freezing** – A freezing method for food in which it is frozen rapidly so as to prevent the formation of ice crystals.
15. **Food Cost Percentage** – The allocation of a business's operating budget that can be allocated to food for the operation to still turn a profit.
16. **Food Flow** – Refers to the steps in the food production system in which the food must go through from starting from purchasing until service.
17. **Free-Range** – Denotes a method of farming husbandry where the animals, for at least part of the day, can roam freely outdoors, rather than being confined in an enclosure for 24 hours each day.
18. **Gelatinization** – The process where starch and water are subjected to heat causing the starch granules to swell.
19. **Gelation** – The conversion from a liquid solution to a semi-solid state, through the incorporation of gelling agents, whether with heat or without heat.

20. **General Cleaning** – Refers to the whole cleaning of tools, equipment, general and public areas at a set time, that may result to a partial halting of operations to ensure complete or total cleaning.
21. **Gluten** – An interconnected network of proteins produced in baked goods that trap gasses and that make doughs elastic and extensible.
22. **HACCP (Hazard Analysis Critical Control Point)** – A proactive food safety management system based on the approach of controlling critical control points in food handling to prevent food safety problems.
23. **Immersion Circulator** – An electrically powered device that circulates and heats a warm fluid kept at an accurate and stable temperature.
24. **Indirect Cost** – The costs that are not directly accountable to a cost object. They may be either fixed or variable.
25. **Instant-read thermometer** – a thermometer used to measure the internal temperature of foods. The stem is inserted into the food, producing an instant temperature read out.
26. **Job schedule** - A written plan of where you should be cleaning with approximate times. Its purpose is to monitor certain tasks that have been completed and help address any problem or maintenance issues that need attention.
27. **Lecithin** – A generic term to designate any group of yellow-brownish fatty substances occurring in animal and plant tissues which are amphiphilic – they attract both water and fatty substances, and are used for smoothing food textures, emulsifying, homogenizing liquid mixtures and repelling sticky materials.
28. **Liabilities** – The company’s legal financial debt or obligation that arise during the course of business operations.
29. **Molecular Cooking** – A subdiscipline of food science that seeks to investigate the physical and chemical transformations of ingredients that occur in cooking.
30. **MSDS (Material Safety Data Sheet)** – A document that contains information on the potential hazards (health, fire, reactivity and environmental) and how to work safely with the chemical product. The sheets also provide info in case of an accident/emergency involving the chemical.
31. **Off-Premise Catering** – A type of catering where food is served at a location away from the caterer’s food production facility.
32. **OHS** – OHS refers to “Occupational Safety and Health,” a multidisciplinary field concerned with workplace safety and health policies, procedures and practices.
33. **On-Site Catering** – A type of catering where food is served at the same location as the caterer’s food production facility.
34. **Organic Food** – Food produced by methods that comply with the standards of organic farming such as the restriction on the use of pesticides and fertilizers and where foods are not subject to irradiation, industrial solvents or synthetic food additives.
35. **Periodic Cleaning** – Refers to cleaning on a regular and agreed period or time period.
36. **Personal Protective Equipment (PPE)** – These are clothing or equipment designed to be worn by someone to protect them from the risk of injury or illness.
37. **Portion control** – Determining the proper size or quantity of food to be served for each customer and ensuring that this designated amount is actually served to the guest.



38. **Preventive Maintenance** – A type of maintenance that is regularly performed on a piece of equipment to lessen the likelihood of it failing.
39. **Production Schedule** – The timetable for the use of resources and processes required by the food production facility to produce goods and provide services.
40. **Production Sheet** – A tool that is used in foodservice operation to plan and control food production.
41. **Re-thermalization** – A process whereby cooked food that is cold is reheated to serving temperature.
42. **Revenue** – Total amount of earnings received by a business for providing goods and services for a certain period
43. **Reverse Spherification** – A method of molecular gastronomy that is used to enclose liquid containing alcohol content, as well as liquid with calcium content such as milk or yogurt.
44. **Set-Menu** – A type of limited menu offered for a set number of courses, at a fixed price.
45. **Sous Vide** – Literally means “in vacuum” and refers to the process of vacuum-sealing food in a bag, then cooking it to a very precise temperature in a water bath.
46. **Spherification** – A method of molecular gastronomy that employs sodium alginate and either calcium chloride or calcium gluconate lactate to shape a liquid into squishy spheres, which visually and texturally resemble roe.
47. **Spot cleaning** – This refers to the removal of stains from different kinds of hard and soft surfaces.
48. **Standardized Recipe** – A recipe that has been tested to produce consistent products following a set quantity of food at a specific standard.
49. **Stock Rotation** – The process of organizing inventory to mitigate stock loss caused by expiration or obsolescence.
50. **Stock take** – Refers to the counting of all unused commodities that are still unsold
51. **Sustainable ingredients** – These refer to ingredients that are produced and transported in a way that help to: limit global warming, protect biodiversity and ecosystems, respect natural resources and living world, and ensure fair and sufficient compensation as well as decent working conditions.
52. **Target markets** – A particular group of customers, with similar characteristics, in which an establishment aims its products or services.
53. **Thermal Cooking** – A cooking technique where food is cooked in a device that uses thermal insulation to retain heat and cook food without the continuous use of fuel or other heat source.
54. **Varietal Wine** – A wine made primarily from a single named grape variety, and which typically displays the name of that variety on the wine label.
55. **Vintage** – In winemaking, is the process of picking grapes and creating the finished product – wine.

56. **Vintage Wine** – A type of wine made from grapes that were all, or primarily, grown and harvested in a single specified year.
57. **Yield Testing** – Defined as a technique to determine how much usable product is obtained from a set amount after the required processing has been performed.



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